

SECTION ONE:

Te Aroha College 2017 Charter and Strategic Plan And 2016 Variance Review



He waka eke noa

He tu manawanui ki te kei o te waka

Vision: Success for All

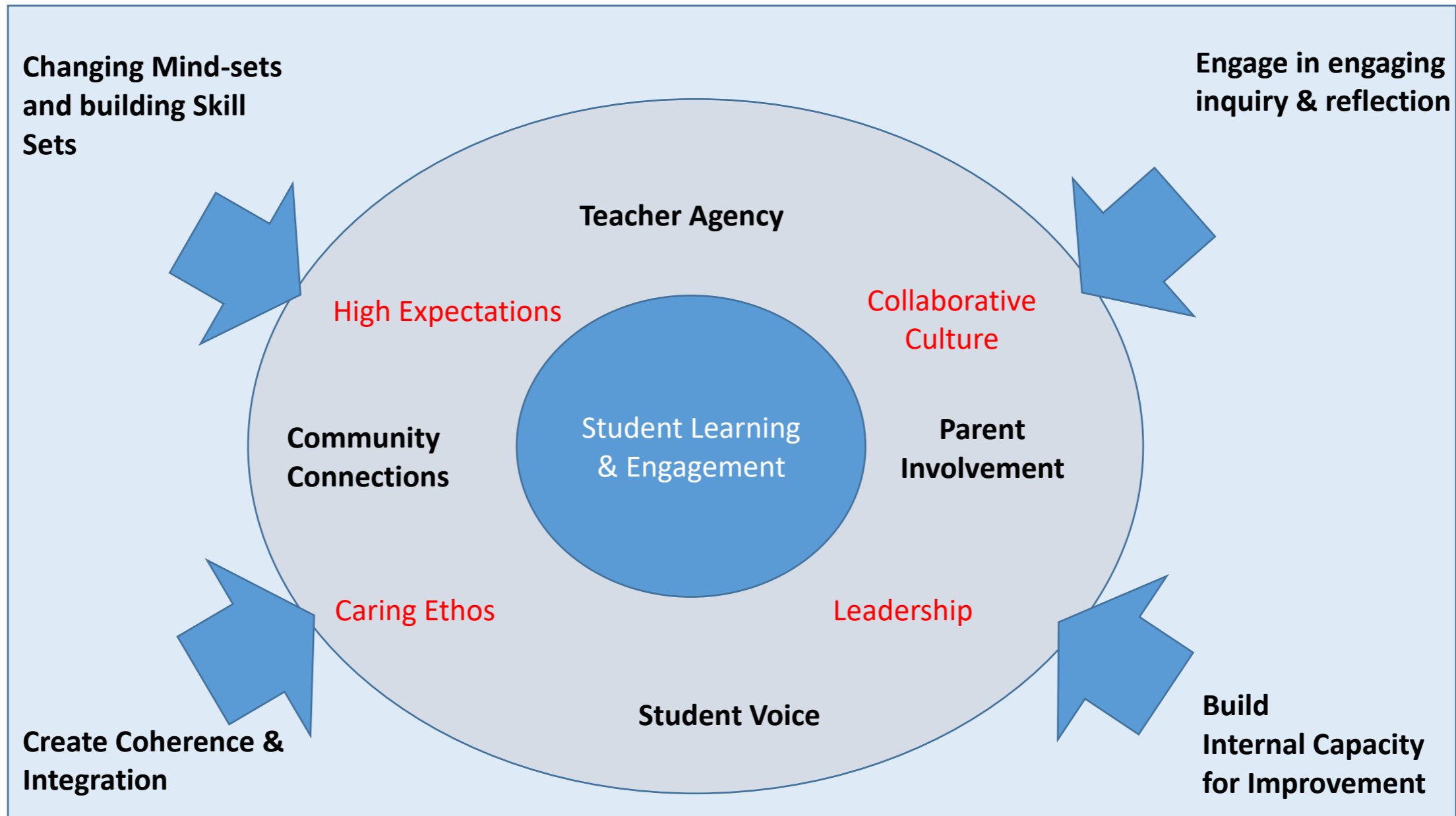
Guiding Values:

Respectful Relationships: Manaakitanga - Resilience, Kia Kaha - Motivation, Whakaara - Commitment

Manaakitanga - caring for students as culturally located individuals, Mana Motuhake- high expectations for learning

Whakapiringatanga - managing the classroom for learning, Wānanga - discursive teaching practices and student-student learning interactions, Ako - range of strategies to facilitate learning. Kotahitanga - promote, monitor and reflect on learning outcomes for students

Te Aroha College 2016 - 2018 The Strategic Blue Print of Our Foci



We seek to Build 21st Century Capacity as a Learning Organisation working within our community to build : *“a learning context that is responsive to the culture of the child and means that learners can bring who they are to the classroom in complete safety and where their knowledge is acceptable and legitimate”*
 (Bishop et al., 2009, p. 741).

Whare Matauranga – Te Huihuinga Whakapono - Faith, Tumanako - Hope, Te Aroha - Charity

Te Aroha College Student Graduate Profile:

Students of Te Aroha College are our future, they will be confident, connected, well rounded and have a clear future direction. They will have pride, purpose and flexibility. They will seek excellence and excel locally, nationally and internationally in their chosen strengths. They will be culturally aware and demonstrate tolerance, respect and understanding and will go out into the world and sustainably take responsibility for themselves and those that rely on them.

Te Aroha College Teacher Profile:

Teachers of Te Aroha College build our future, they will be confident, well rounded and have clear future direction. They will have pride, purpose and flexibility. They will seek excellence and excel locally, nationally and internationally in their chosen strengths. They will be culturally aware, demonstrate tolerance, respect and understanding and support our students to go out into the world and sustainably take responsibility for themselves and those that rely on them. They will seek out and take all opportunities to develop innovative practice to support quality teaching and learning. They will demonstrate and apply in their daily professional practice, a 'growth mindset'

Te Aroha College School Statement:

Te Aroha College is a co-educational secondary state school for years 9-13 with a roll of 380 students. Te Aroha College has a strong and vibrant history of success and achievement with a culture of academic, cultural and sporting strengths. As the sole secondary school in the Te Aroha community the school enjoys a strong relationship with its local community. The ethnic composition is predominantly New Zealand European with 25% New Zealand Māori. 8% of the roll is made up of a diverse range of nationalities. We host a strong international student programme catering to long term individual student stays and short term group student stays. We also have exchange students from a number of countries and a national and international travel programme that supports our school curriculum. Te Aroha College is a Decile 4 school with a mix of urban and rural families in the heart of the Waikato. The school is sited in park like extensive grounds with fantastic views of Mt Te Aroha and is well resourced for its size with excellent teaching staff and facilities.

Key Foci for 2017

- *Building a learning culture that has as its foundation 'growth mind-sets' for all students and staff*
- *Building an ICT rich environment that is innovative and forward focused supporting learning opportunity for all students*
- *Developing strengths in primary industries*
- *Developing sustainable and innovative practices – 'teaching and learning is our focus'*
- *Building Resilience*
- *Building Cultural understanding and appreciation*
- *Building effective communication systems within our community*
- *Further develop and refine effective Leadership and Governance Self review systems*

Te Aroha College Over Arching Governance Aims

Participation - Achievement - Engagement

Student success is ensured by a strong emphasis on building a learning culture and environment tailored for full participation, engagement and achievement that meets the needs of all students through delivery of the NZ Curriculum.

Leadership - Partnership - Relationships

Student success is ensured by future focused leadership at all levels of the organisation that support the development of learning relationships and partnerships with Students, Staff, Parents, Whanau and Community.

Cultural Diversity

Student success is ensured by a culturally responsive environment showing respect for all cultures represented in the school and recognises the unique position of Maori students to achieve proudly as Maori.

Regular Self Review Cycles

Student success is supported by a culture of regular in-depth self-review based on evidence, progress, feedback and feed forward with key stakeholders.

Innovation and Opportunities

Student success is supported by the maximisation of innovative and creative opportunities for student learning and engagement.

Key Strategic Expectations: Te Aroha College will...

- Build on and encourage student ownership as active participants in the learning process through information, feedback/feed forward, expectation and power sharing
- Build on and encourage teacher ownership through clear expectations of data driven quality planning and implementation, great teaching, thorough review and a belief that all students will succeed.
- Build on and support parental and whanau ownership through genuine 'authentic' engagement, access, regular information, feedback/feed forward and clear expectations.
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“Te Aroha College offers a unique inspirational experience as we move into a modern learning environment. The world is rapidly changing; we have a vision and resources that will see our students become dynamic, innovative, creative, motivated and respectful young people - attributes that are a prerequisite for success”. - Russell Simmonds 1968 - 2015

**Three Year Strategic Plan To Advance Governance Aims For Te Aroha College with Living Review
(Reviewed by Senior Leadership & Board of Trustees February 2015/ February 2016/ February 2017)**

Strategic Plan To Advance Aims 1	2015 Starting Position Statement- evidence in Term One 2015	2015 END YEAR REVIEW SUMMARY	2015 Strategic Goals	2016 – Draft Strategic Goals	2016 END YEAR REVIEW SUMMARY	2017	2018	Responsible BOT & Leadership
<p>Teaching for Learning</p> <p>To enhance a pedagogical culture of ‘success for all’ through encouraging innovative teaching practice, power sharing and quality relationships and the facilitation of relevant and personalised learning experiences</p> <p>Create an environment to allow enthusiasm to drive learning opportunity</p>	<p>Appraisal Data and student feedback shows Te Aroha College has a strong teaching team who have a significant depth of experience and care about student success but are at varying stages of implementation of the principles of 21st century practice.</p>	<p>Appraisal Data and student feedback shows Te Aroha College has continued to develop its strong teaching team. The departure of 3 staff and 4 new young staff appointed in critical areas will support a new perspective of modern practice. Staff are at varying stages as evidenced using the new pedagogical based review system. This is clearly indicating next steps implementation of the principles of innovative teaching and learning practice and advising Professional Learning</p>	<p>To build an in-depth formative review structure of pedagogical practice to support teacher self-review and improvement focusing on effective 21st century teaching practice.</p> <p>To develop a culture of active programme delivery differentiation to meet the needs of all learners.</p> <p>To develop a culture of usage of student prior knowledge to support learning engagement and enhance individual worth and identity.</p> <p>To develop a culture of power sharing and student ownership and voice in the learning process to support student engagement and success</p>	<p>To continue to build an in-depth formative review structure of pedagogical practice to support teacher self-review and improvement focusing on effective innovative teaching practice.</p> <p>To continue to develop a culture of active programme delivery differentiation to meet the needs of all learners.</p> <p>To continue to develop a culture of usage of student prior knowledge to support learning engagement and enhance individual worth and identity.</p> <p>To continue to develop a culture of power sharing and student ownership and voice in the learning process to support student engagement and success</p>	<p>Appraisal Data and student feedback showed Te Aroha College has continued to develop its strong teaching team down a path of discursive practice.</p> <p>The departure of 4 staff and appointment of 5 staff, 4 of which are experienced in strong pedagogical practice will support embedding new perspectives of modern practice allowing continued roll out and consolidation of the strategic plan. Staff have shown predominate movement toward stage 3 and above as evidenced using the pedagogical based review system. This is clearly indicating next steps implementation of the principles of innovative teaching and learning practice and advising Professional Learning</p> <p>It is noted that 3 of the 4 staff who left Te Aroha at the end of 2016 left on significant promotion to other schools.</p>	<p>To refine and embed an in-depth formative review structure of pedagogical practice to support teacher self-review and improvement focusing on effective 21st century teaching practice.</p> <p>To refine and embed a culture of active programme delivery differentiation to meet the needs of all learners.</p> <p>To refine and embed a culture of usage of student prior knowledge to support learning engagement and enhance individual worth and identity.</p> <p>To refine and embed a culture of power sharing and student ownership and voice in the learning process to support student engagement and success</p>	<p>To review evaluate and continue to refine the in-depth formative review structure of pedagogical practice to support teacher self-review and improvement focusing on effective 21st century teaching practice.</p> <p>To review evaluate and continue to refine a culture of active programme delivery differentiation to meet the needs of all learners.</p> <p>To review evaluate and continue to refine a culture of usage of student prior knowledge to support learning engagement and enhance individual worth and identity.</p>	<p>All teachers</p> <p>SLT & BOT</p>

							To review evaluate and continue to refine a culture of power sharing and student ownership and voice in the learning process to support student engagement and success	
Strategic Plan To Advance Aims	2015 Starting Position Statement- evidence in Term One 2015	2015 END YEAR REVIEW SUMMARY	2015 Strategic Goals	2016 – Draft Strategic Goals	2016 END YEAR REVIEW SUMMARY	2017	2018	Responsible BOT & Leadership
<p>Assessment for learning</p> <p>To develop a culture of scaffolded formative and summative assessment focusing on enhancing student readiness, agency, ownership and confidence to build successful learning outcomes that focus beyond basic achievement and aim for excellence and understanding</p> <p>originality</p>	<p>Although highly successful at NCEA level 1 & 2, Te Aroha College currently shows a culture of traditional assessment practice particularly within the senior school where teaching is driven by NCEA assessments. An understanding of 'readiness for assessment' is emerging alongside increased formative assessment strategies. This currently provides students with many second chance learning opportunities. Examination of early engagement to minimise reliance on second chance learning is a critical next step as is pathway planning and an increased acknowledgement of the importance of full</p>	<p>We have seen increased achievement in NCEA with more emphasis on Merit and Excellence. We have seen a significant increase in UE and level 3 achievement. We have formalised the need for individual programming at senior level. We are focusing on better teaching and learning toward understanding to make first time learning opportunities count with increased learning time and less credit heavy coursing.</p> <p>Key areas</p> <ul style="list-style-type: none"> • Personalised Programming • Doing less Better • Development of quarterly (live time) academic data review for BOT 	<p>To develop a common understanding of 21st century learning approaches for students, staff and families to support enhanced learning outcomes</p> <p>To develop and intensified platform of formative assessment for learning and a culture of assessment readiness.</p> <p>To work actively to encourage student learners to progress beyond knowing to understanding and applying learning</p> <p>To encourage learners to strive for Merit and Excellence outcomes</p>	<p>To continue to develop a common understanding of innovative learning approaches for students, staff and families to support enhanced learning outcomes</p> <p>To continue to develop and intensified platform of formative assessment for learning and a culture of assessment readiness.</p> <p>To continue to work actively to encourage student learners to progress beyond knowing to</p>	<p>By the end of 2016 staff had shown positive progress in the development of strong planning supporting the 100 minute systems of operation. The usage of Chromebooks was embedding but here were issues particularly around consistency of planning using digital learning strategies. More comprehensive support is required in 2017 to ensure staff shift practice.</p> <p>Although assessment practices began to shift this is a significant area of work in 2017 to ensure assessment falls from quality learning rather than is an end in itself. Individualisation of senior programming was also trialed in 2016 and this area also need significant refinement in 2017 as our range of options extends.</p> <p>Work to expand the concept of excellence was intensive in 2016 and has led to a significant change in the way</p>	<p>To refine a common understanding of 21st century learning approaches for students, staff and families to support enhanced learning outcomes</p> <p>To refine and embed an intensified platform of formative assessment for learning and a culture of assessment readiness.</p> <p>To continue to work actively to encourage student learners to progress beyond knowing to understanding and applying learning</p> <p>To embed a learning culture where learners to strive for Merit and Excellence outcomes as a</p>	<p>To evaluate and re-prioritise the strategies used to embed a common understanding of 21st century learning approaches for students, staff and families to support enhanced learning outcomes</p> <p>To evaluate and re-priorities the platform of formative assessment for learning and a culture of assessment readiness with a primary focus on 'anytime anywhere' formal assessment opportunities</p> <p>To develop an in-depth culture where</p>	<p>All Teachers DP & SLT</p>

	<i>endorsements for Merit and Excellence</i>	<i>The use of ART data has been significant in shifting practice and powering up the Deans roles as academic leaders using data in live time to support both students and teachers</i>	<i>as a key priority for future success</i>	<i>understanding and applying learning</i> <i>To continue to encourage learners to strive for Merit and Excellence outcomes as a key priority for future success</i>	<i>we are approaching the senior years with our students in 2017. This has also altered the way NZQA systems are being managed and lead Data and evidence showed the need to work to reduce the performance gap between boys and girls</i>	key priority for future success	student learners actively progress beyond knowing to understanding and applying learning To evaluate the embedded learning culture where learners to strive for Merit and Excellence outcomes as a key priority for future success	
Strategic Plan To Advance Aims 3	2015 Starting Position Statement- evidence in Term One 2015	2015 END YEAR REVIEW SUMMARY	2015 Strategic Goals	2016 – Draft Strategic Goals	2016 END YEAR REVIEW SUMMARY	2017	2018	Responsible BOT & Leadership
Attendance for Learning To enhance a culture of motivated engagement through regular and purposeful attendance in learning activities	<i>Te Aroha College shows high attendance rates for standard operation but is experiencing reduction in attendance levels at school wide co-curricula events.</i>	<i>We have reviewed and developed in-depth monitoring systems to reflect on year level attendance and individual support for non-attenders. We have restructured to mark all periods in live time. We have raised expectations around attendance at full school events</i> <i>We are developing greater focus on attendance as a function of learning</i> <i>We are building a culture of disaggregated data to support targeted</i>	<i>To encourage meaningful, consistent and involved attendance as a function of proactive learning and success.</i> <i>To strengthen a culture of co-curricula involvement as a function of meeting the graduate profile for all learners and a critical part of holistic quality education.</i> <i>To engage with community to encourage the importance of student</i>	<i>To continue to encourage meaningful, consistent and involved attendance as a function of proactive learning and success.</i> <i>To continue to strengthen a culture of co-curricula involvement as a function of meeting the graduate profile for all learners and a critical part of holistic quality education.</i> <i>To continue to engage with community to encourage the</i>	<i>In 2016 we were challenged by the systems not initially keeping pace with the changes in structures. This lead to a perception by some parents that attendance was compromised. The data however did not support this showing a much more stable long term trend and not the downward trajectory we had seen in 2015. Of note was the higher level of engagement of our middle ground students who attended more regularly and particularly on interest day.</i> <i>The first trials of the co-curricula programming around interest day provided a wealth of learning that has altered attendance positively.</i>	To embed meaningful, consistent and involved attendance as a function of proactive learning and success. To embed a culture of co-curricula involvement as a function of meeting the graduate profile for all learners and a critical part of holistic quality education. To embed strategies to engage with community to encourage the importance of student	To evaluate and refocus strategies to ensure meaningful, consistent and involved attendance as a function of proactive learning and success. To evaluate and refocus strategies to refine and enhance a culture of co-curricula involvement as a function of meeting the graduate profile for all learners and a critical part of holistic quality education.	All Teachers DP & SLT

		attendance interventions and proactive support	attendance for learning success	importance of student attendance for learning success	Improved systems are a key part of 2017 planning. The management of attendance within the new operating structures has undergone significant review during term 4 and the modifications and new systems are planned to be rolled out in 2017	attendance for learning success	To evaluate and refocus strategies to engage with community to encourage the importance of student attendance for learning success	
Strategic Plan To Advance Aims 4	2015 Starting Position Statement- evidence in Term One 2015	2015 END YEAR REVIEW SUMMARY	2015 Strategic Goals	2016 – Draft Strategic Goals	2016 END YEAR REVIEW SUMMARY	2017	2018	Responsible BOT & Leadership
Community Partnerships for Learning To develop authentic community relationships that enhance student learning success	<i>Te Aroha College has traditional parental relationships that although positive are detached from the learning process for the majority of students. Communication in teaching and learning are beginning to be shared with families.</i> <i>Parents and students report issues with school communication as a whole and review is needed as to how to ensure our parents and students are provided with greater clarity around sharing information on operation and leaning</i> <i>Te Aroha College enjoys the status of a single high school</i>	<i>We have begun to focus on more inclusive parent relationships as a learning partnership using the restorative platform and more inclusive focus</i> <i>We have trialled a digital approach to reporting but need further refinement on how to best give constructive</i>	<i>To actively engage community to support existing curriculum and develop new curriculum directions to further support student leadership development and success.</i> <i>To build learning partnerships with families and whanau to enhance student learning success.</i> <i>To develop systematic and clear forms of three-way communication between school, home and students.</i>	<i>To continue to actively engage community to support existing curriculum and develop new curriculum directions to further support student leadership development and success.</i> <i>To continue to build learning partnerships with families and whanau to enhance student learning success.</i> <i>To continue to develop systematic and clear forms of three-way communication between school, home and students.</i>	<i>Engagement of the community in a change phase was challenging. Although significant consultation was undertaken and review meeting held this did not satisfy some of parents. We noted a significant challenge for some that 'learning' occurred in broader contexts than just the traditional classrooms. However, the depth of feedback on these concerns has helped strengthen and develop our approach significantly.</i> <i>We continue in 2017 to improve our approaches to communication and ensuring parents feel they are in the loop, listened to and heard in the work we are undertaking.</i> <i>We built significantly on student voice as a driver in 2016 but were somewhat unprepared when student voice and parent voice did not</i>	<i>To embed active engagement strategies with community to support existing curriculum and develop new curriculum directions to further support student leadership development and success.</i> <i>To strengthen and continue to build learning partnerships with families and whanau to enhance student learning success.</i> <i>To refine systematic and clear forms of three-way communication between school, home and students.</i>	<i>To review and evaluate active engagement strategies with community to support existing curriculum and develop new curriculum directions to further support student leadership development and success.</i> <i>To refine, strengthen and continue to build learning partnerships with families and whanau to enhance student learning success.</i> <i>To evaluate and redefine systematic</i>	SLT & BOT

<p>Linking of primary schools to us</p>	<p>community but has not capitalised on this and has grown independently from its wider community. Proactive relationships have been achieved for pathways but this is individualised rather than common practice across the full curriculum. Opportunity exists to develop and strengthen learning relationships with industry, local schools, business and community in a mutually beneficial way.</p>	<p>academic feedback and feedforward.</p> <p>We have reconnected and advanced collaborative work with the feeder schools including the development of a Literacy project across the community and reviewed and redeveloped Year 7/8 manual. We have actively sought feeder school feedback and feedforward on how we can better meet the needs of transitioning students.</p> <p>We have begun to connect with local business using our Gateway programme relationships and will further these relationships through the interest day programmes.</p>	<p>To actively inform and engage our community in where the school is at, where the school is going and how we can collectively and collaboratively celebrate our successes as an active part of our community.</p> <p>To actively scope and work toward a working collaborative partnership with all feeder schools in an effort to set up a fully operational IES structure for Te Aroha schools</p>	<p>To continue to actively inform and engage our community in where the school is at, where the school is going and how we can collectively and collaboratively celebrate our successes as an active part of our community.</p> <p>To continue to actively scope and work toward a working collaborative partnership with all feeder schools in an effort to set up a fully operational IES structure for Te Aroha schools</p>	<p>align. This created a series of unforeseen challenges but has generated significant learning</p> <p>Intensive data review during and at the conclusion of 2016 at the head of learning level has been a significant step forward in using data to inform our progress and next steps.</p> <p>Feeder school connection in 2016 continued to be developed even with the challenges that arose in the back half of 2016 and we aim to continue this critical series of relationships in 2017 moving toward formal COL development as a key aim.</p>	<p>To continue to actively inform and engage our community in where the school is at, where the school is going and how we can collectively and collaboratively celebrate our successes as an active part of our community.</p> <p>To actively build and refine a collaborative partnership with all feeder schools in an effort to set up a fully operational IES structure for Te Aroha schools</p>	<p>and clear forms of three-way communication between school, home and students.</p> <p>To evaluate and review engagement strategies for our school community in where the school is at, where the school is going and how we can collectively and collaboratively celebrate our successes as an active part of our community.</p> <p>To embed and refine a collaborative partnership with all feeder schools in an effort to set up a fully operational IES structure for Te Aroha schools</p>	<p>Principal & Bot Chair</p>
<p>Strategic Plan To Advance Aims 5</p>	<p>2015 Starting Position Statement- evidence in Term One 2015</p>	<p>2015 END YEAR REVIEW SUMMARY</p>	<p>2015 Strategic Goals</p>	<p>2016 – Draft Strategic Goals</p>	<p>2016 END YEAR REVIEW SUMMARY</p>	<p>2017</p>	<p>2018</p>	<p>Responsible BOT & Leadership</p>

<p>Cultural Diversity & Connectedness for Learning.</p> <p>To develop a culture where all students are valued as individuals and can achieve in a culturally appropriate and culturally responsive environment.</p>	<p>Te Aroha College has a growing Maori population with both key feeder primary schools reporting Maori school populations of 30% or more. Currently 20% of the school reports as Maori. Disaggregation of data is developing within the school supporting an accurate picture of achievement.</p> <p>Research and data gathered in 2014 through focus groups showed that Maori students consider being Maori at Te Aroha College as a limited positive influence on their progress and achievement. Maori families are also reporting that other local colleges provide greater cultural depth so students are bussed away.</p> <p>Urgent work is needed to address these findings in a culturally appropriate and culturally connected manner to ensure Maori have the ability within the school to achieve proudly as Maori.</p>	<p>We have worked hard to reconnect with our local Maori community starting from a point of understanding how to rebuild the relationship and being open enough to accept that we have to change our practice to be more inclusive and culturally appropriate.</p> <p>This has seen the growth of the Maori advisory group and the inclusion of year 13 as a key part of Powhiri and cultural role modelling. The welcome of senior leadership and all of year 13 back to the local Marae has been a major step to building a collaborative approach to cultural practice.</p> <p>The growth of Te reo in the school is the next significant body of work for 2016 as is the need to address the redevelopment and reinvestigation of a location and room that can act as a Whare Mataranga long term</p> <p>The development of the student lead wellbeing committee through 2015 has seen a far greater acceptance of individual</p>	<p>To actively engage the local Maori community as a function of developing cultural renaissance and support and celebrate the growth of cultural understanding, awareness and learning success in regard of Treaty of Waitangi principles.</p> <p>To support and encourage the growth and development of Te Reo Maori as a part of the curriculum at all levels of the school</p> <p>To enhance understanding and acceptance of the range of cultures</p>	<p>To continue to actively engage the local Maori community as a function of developing cultural renaissance and support and celebrate the growth of cultural understanding, awareness and learning success in regard of Treaty of Waitangi principles.</p> <p>To continue to support and encourage the growth and development of Te Reo Maori as a part of the curriculum at all levels of the school</p> <p>To continue to enhance understanding and acceptance of the</p>	<p>Maori engagement improved significantly in 2016 with the reestablishment of links with the local Marae at all levels of the school. We were supported significantly by the input of the Voda fone leadership recipient and her contribution greatly changed the approach the school took to culture understanding and appreciation.</p> <p>Cultural practice was also greatly enhanced at the staff level as younger staff stepped up and ensured waiata became a staff weekly routine</p> <p>Most significant was the change to the year 13 leadership programme including the culture of 'powhiri' as the main component. The resulting year 9 and community welcome set a new level of expectation within the school that has already been grown on in 2017.</p> <p>Work to raise the profile of the International programme in 2016 began to make more positive connections with our overseas students and our</p>	<p>To continue to actively engage the local Maori community as a function of developing cultural renaissance and support and celebrate the growth of cultural understanding, awareness and learning success in regard of Treaty of Waitangi principles.</p> <p>To continue to support and encourage the growth and development of Te Reo Maori as a part of the curriculum at all levels of the school</p> <p>To embed understanding and acceptance of the range of cultures represented within Te Aroha College.</p> <p>To embed the development and provision of international</p>	<p>To review and refine engagement strategies with the local Maori community as a function of developing cultural renaissance and support and celebrate the growth of cultural understanding, awareness and learning success in regard of Treaty of Waitangi principles.</p> <p>To refine strategies that embed the growth and development of Te Reo Maori as a part of the curriculum at all levels of the school</p> <p>To review and refine strategies that support the</p>	<p>Maori Advisory, SLT and BOT</p>
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	<i>Growing cultural diversity is a noticeable trend in recent years supporting the need for considerations on how inclusively we operate as an educational institution</i>	<i>difference among students and seen student leadership become a force for positive change within the school. Our 2016 student leaders have been specifically selected to represent this force of change and we have already seen their strengths beginning to emerge.</i>	<i>represented within Te Aroha College. To support and encourage the development and provision of international language within the school and explore the online learning of a wider range of international languages</i>	<i>range of cultures represented within Te Aroha College. To continue to support and encourage the development and provision of international language within the school and explore the online learning of a wider range of international languages</i>	<i>locals. This is an area of continued development in 2017 Spanish continues to be offered as part of the curriculum programme. This needs ongoing investigation to support languages from the countries that we draw international students from</i>	language within the school and explore the online learning of a wider range of international languages	development of understanding and acceptance of the range of cultures represented within Te Aroha College. To review and refine the development and provision of international language within the school and explore the online learning of a wider range of international languages	
Strategic Plan To Advance Aims 6	2015 Starting Position Statement- evidence in Term One 2015	2015 END YEAR REVIEW SUMMARY	2015 Strategic Goals	2016 – Draft Strategic Goals	2016 END YEAR REVIEW SUMMARY	2017	2018	Responsible BOT & Leadership
Wellbeing for Learning To develop an organisational culture that allows all students, teachers and parents/whanau to operate in a highly inclusive, restorative and learning focused community that embraces well-being as a key and fundamental priority of the learning process	<i>Te Aroha has embarked on a strong and well lead review of its Wellbeing processes over the past 2 years. This has seen the emergence of a culture of support and care and recognition of the need to create a stronger learning community that focuses on the holistic needs of all learners. It has also produced data that shows the urgent need to develop a culture of inclusiveness,</i>	<i>Training within restorative practice in 2015 has created positive shifts in the way we operate relationally with our students, their families and our staff. We have begun to develop a greater emphasis on the importance of pastoral care as a critical function of teaching and learning. This has seen a major re-plan of our pastoral network and a relinking of HODs and Deans as two halves of our</i>	<i>To develop and embed a culture that is built on relational focus on learning, supports learners to achieve from a position of what they bring to the learning experience and recognises individual worth. To develop and embed a restorative practice culture focused on building individual and collective capacity to</i>	<i>To continue to develop and embed a culture that is built on relational focus on learning, supports learners to achieve from a position of what they bring to the learning experience and recognises individual worth. To continue to develop and embed a restorative practice culture focused on</i>	<i>The development of a 'restorative culture' continued through 2016. Data showed a significant drop in incidents and related standowns. The longer learning times created a more focused environment where issues were managed relationally in class at the teacher student level rather than being accelerated. Parent involvement was actively increased at the restorative conference level. The form structure changes allowed deans to proactively work with a team of 4 Form</i>	To refine and embed a culture that is built on relational focus on learning, supports learners to achieve from a position of what they bring to the learning experience and recognises individual worth. To refine and embed a restorative practice culture focused on building individual and collective capacity to	To review and advance a culture that is built on relational focus on learning, supports learners to achieve from a position of what they bring to the learning experience and recognises individual worth. To review and advance a restorative practice	Guidance & Pastoral team with BOT

	restoration and acceptance	<p>working engine room for teaching and learning practice.</p> <p>We have shifted thinking toward more personalised education plans for students to better meet their needs rather than trying to fit them into a traditional model. We have strengthened student leadership providing more opportunities for student voice and collaboration.</p>	<p>resolve relational issues and build strong and focused learning relationships</p> <p>To develop a power sharing model that facilitates wellbeing and is inclusive of all stakeholders.</p>	<p>building individual and collective capacity to resolve relational issues and build strong and focused learning relationships</p> <p>To develop a power sharing model that facilitates wellbeing and is inclusive of all stakeholders.</p>	<p>Teachers to support each cohort of students. Deans who proactively used this system with their teams showed more positive and consistent student management. Continued work is needed to support deans to work as team leaders. The placement of form at the beginning of the day was challenging and in 2017 this has been altered.</p> <p>Work continued on restructuring of the Pastoral system to ensure better coverage and communication through the school. The Vulnerable Children's act formed the basis of extensive staff Professional learning driven by the pastoral team.</p> <p>Staff wellbeing continues to be a focus in 2017</p>	<p>resolve relational issues and build strong and focused learning relationships</p> <p>To refine a power sharing model that facilitates wellbeing and is inclusive of all stakeholders.</p>	<p>culture focused on building individual and collective capacity to resolve relational issues and build strong and focused learning relationships</p> <p>To review and advance a power sharing model that facilitates wellbeing and is inclusive of all stakeholders.</p>	
Strategic Plan To Advance Aims 7	2015 Starting Position Statement- evidence in Term One 2015	2015 END YEAR REVIEW SUMMARY	2015 Strategic Goals	2016 - Draft Strategic Goals	2016 END YEAR REVIEW SUMMARY	2017	2018	Responsible BOT & Leadership
Communication for Learning	<p>Structures of communication have been impacted with the development of greater reliance on digital communication, however the systems used for internal and external communication have not been strategically planned and linked and are developing in an ad hoc manner that has the potential to limit</p> <p>To develop and operational culture that is based on respectful, concise and appropriate interactions at all levels of the organisation internally and externally that support and underpin student learning and achievement.</p>	<p>Communication although improved still remains a key priority and moving from the ad hoc culture is a key focus of term one 2016 so our parents and students can feel confident about what is happening in each school week and feel they have a voice for improvement.</p>	<p>To review and develop a communication structure that operates clearly and explicitly internally between staff and students and externally between parents, the wider community and the school.</p>	<p>To continue to review and develop a communication structure that operates clearly and explicitly internally between staff and students and externally between parents, the wider community and the school.</p>	<p>Communication continued to improve through 2016 with use of the digital system for student communication, updated reports formats for parents, a full financial review on course costs and an increase in newsletters. Parental feedback showed however that this areas needs further work in 2017 and is a key priority going forward to better use our digital platform to reach parents and create</p>	<p>To continue to refine a concise communication structure that operates clearly and explicitly internally between staff and students and externally between parents, the wider community and the school.</p>	<p>To evaluate the communication structure that operates clearly and explicitly internally between staff and students and externally between parents, the wider community and the school.</p>	SLT with BOT support

	coverage and information sharing to support learning.				more opportunity for parent contribution.			
Strategic Plan To Advance Aims 8	2015 Starting Position Statement- evidence in Term One 2015	2015 END YEAR REVIEW SUMMARY	2015 Strategic Goals	2016 – Draft Strategic Goals	2016 END YEAR REVIEW SUMMARY	2017	2018	Responsible BOT & Leadership
<p>Regular Self Review Cycles to Support Continuous Improvement</p> <p>To continue to develop robust data driven self-review mechanisms that promote continuous improvement within the organisation and focus relentlessly on raising student achievement</p>	<p>Te Aroha College has robust teaching and learning programmes that are regularly reviewed and that operate within individual curriculum silos. There is emerging practice to work toward practice review, collective and collaborative operation and a redeveloped approach to teaching and learning.</p> <p>The BOT is emerging practice of self- review of strategic planning, property, finance, policy and HR governance to support learning outcomes</p>	<p>We have worked to create greater vehicles for sharing practice between HODs and teachers as a way of moving beyond curriculum silos. Report sharing from the 2015 year is underway with all HODs and we have linked the pastoral and curriculum teams to support greater proactive information sharing to support student progress.</p> <p>We are working to provide the BOT with in-depth data to allow for quality review of our progress toward self-improvement for teaching and learning and to be able to evaluate how the changes we are rolling out is affecting learning and achievement.</p> <p>We have modified our financial systems and are now actively connecting our HODs to how they can best manage their budgets for learning</p>	<p>To build an in-depth formative review structure of pedagogical practice to support teacher self-review and improvement focusing on effective 21st century teaching practice.</p> <p>To build a robust and focused collection process of data gathering, student, staff and community voice collection to advice practice at all levels of the organisation.</p> <p>To build an in-depth formative review structure of governance practice to support pedagogical improvement focusing on effective 21st century teaching and learning practice and student success in an</p>	<p>To continue to build an in-depth formative review structure of pedagogical practice to support teacher self-review and improvement focusing on effective 21st century teaching practice.</p> <p>To continue to build a robust and focused collection process of data gathering, student, staff and community voice collection to advice practice at all levels of the organisation.</p> <p>To continue to build an in-depth formative review structure of governance practice to support pedagogical improvement focusing on effective innovative teaching and learning practice and student success in an inclusive learning culture.</p>	<p>Continued refinement was carried out with appraising effective teaching and learning. HODs were encouraged to share practice to improve school wide understanding. Linking continues with the pastoral system to holistically support students.</p> <p>Work to gather and produce live time data on progress continued through 2016. The strategic plan was used as the format for all learning areas to create links between governance direction and operational performance. Moving this to a term by term system is the next key step to enhance information sharing.</p> <p>We have reviewed the internal financial systems supporting student costs.</p> <p>We have intensely reviewed and reported on changes to our operating structures and then used all feedback to actively refine these structures</p>	<p>To refine an in-depth formative review structure of pedagogical practice to support teacher self-review and improvement focusing on effective 21st century teaching practice.</p> <p>To refine a robust and focused collection process of data gathering, student, staff and community voice collection to advice practice at all levels of the organisation.</p> <p>To refine an in-depth formative review structure of governance practice to support pedagogical improvement focusing on effective 21st century teaching and learning practice and student success in an inclusive learning culture.</p>	<p>To evaluate re-plan an in-depth formative review structure of pedagogical practice to support teacher self-review and improvement focusing on effective 21st century teaching practice.</p> <p>To evaluate and re-plan a robust and focused collection process of data gathering, student, staff and community voice collection to advice practice at all levels of the organisation.</p> <p>To evaluate and re-plan an in-depth formative review structure of governance practice to support pedagogical improvement focusing on effective 21st century teaching</p>	

		<p>outcomes. This work will continue to be refined in 2016</p> <p>We have completed a learning focused 10-year property plan and are looking forward in 2016 to beginning phase one of its implementation</p> <p>We have completed a number of BOT training sessions to support Governance review with the support of NZSTA</p>	<p>inclusive learning culture.</p>		<p>We have begun the property plan roll out beginning with the for the gym. The length of time getting this underway however needs to be reduced on further projects.</p> <p>We have continued with BOT training and worked through the election process. Further Bot training is required in 2017 focusing on the role of governance.</p>		<p>and learning practice and student success in an inclusive learning culture.</p>	
<p>Strategic Plan To Advance Aims 9</p>	<p>2015 Starting Position Statement- evidence in Term One 2015</p>	<p>2015 END YEAR REVIEW SUMMARY</p>	<p>2015 Strategic Goals</p>	<p>2016 – Draft Strategic Goals</p>	<p>2016 END YEAR REVIEW SUMMARY</p>	<p>2017</p>	<p>2018</p>	<p>Responsible BOT & Leadership</p>
<p>Innovation and Opportunities For Learning</p> <ul style="list-style-type: none"> Property for learning 	<p>Te Aroha College is operating in a traditional model of Finances, Property and Policy driving access to learning as opposed to strategic planning driving access to learning supported by these functions. This has created a reactive</p>	<p>We have reviewed, researched, collaborated, listened, consulted and planned an innovative approach to teaching and learning rolling out in 2016. This work has been generated by the desire of our teachers to do the best for all our students and from the</p>	<p>The BOT and SLT will explicitly work to develop a comprehensive property plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE. The BOT will begin the</p>	<p>The BOT and SLT will execute a comprehensive property plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE.</p>	<p>We have implemented an operational plan of growth focused on the strategic direction of the school and approved by the BOT in February 2016 and reinforced by ERO in the April review. The implementation process worked effectively for the first phase of the year with</p>	<p>The BOT and SLT will execute a comprehensive property plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE. The BOT will implement phase two</p>	<p>The BOT and SLT will execute a comprehensive property plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE. The BOT</p>	<p>BOT Property & SLT Logistics Team</p>

<ul style="list-style-type: none"> • ICT For Learning • Finance for Learning • Communication for Learning 	<p>culture that is not directly supporting innovation. There is an urgent need to develop a clear, collaborative and shared focus for the future to support sound governance, leadership, teaching and learning for the future that has as its primary focus - student success</p> <p>Structures of communication have been impacted with the development of greater reliance on digital communication, however the systems used for internal and external communication have not been strategically planned and linked and are developing in an ad hock manner that has the potential to limit coverage and</p>	<p>knowledge that doing what we had always done was not reaching the majority of our students. Critical work in this came from our mid-year review of students against the graduate profile. It also came from leadership attending a course in Australia and seeing first-hand what world trends were doing to rethink the learning experience for the 'modern student'. These changes are now rolling out.</p> <p>A complete rebuild of ICT leadership and direction has greatly supported the shift in school wide direction and will support the development of a more cohesive communication structure through 2016.</p>	<p><i>Draft for Phase one of the new 10-year plan</i></p> <p>The BOT and SLT will explicitly work to develop comprehensive ICT plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE.</p> <p>The BOT and SLT will explicitly work to review the schools current position and build a transparent financial plan and strategic and operational approach to support improved student achievement and community engagement</p> <p>The BOT and SLT will explicitly work to review the schools current position and</p>	<p>The BOT will implement phase one</p> <p>The BOT and SLT begin deployment of a comprehensive ICT plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE.</p> <p>The BOT and SLT will implement a transparent financial plan explicitly supporting student learning and achievement with clear cyclical replacement systems developed across the school wide operation.</p> <p>The BOT and SLT will explicitly work to review the schools current position and</p>	<p>100-minute learning session embedding effectively.</p> <p>The second phase of adding Interest Day in term two provided a number of operational challenges as the new untried construct was rolled out. For staff and students alike this was new ground and as such was open to a great deal of new learning to support the refinement of this into term 3 and with full review through term 4.</p> <p>A third factor was the growth of individualised programming at senior school and its effects on traditional programming.</p> <p>The roll out of chromebooks was very successful in year 9 and has made a significant difference to the teaching and learning of students in this year level. Further work is needed for consistency across all curriculum areas in 2017. The change in infrastructure provider was significant and has supported our development along with the reSNUP of wireless. The very capable leadership of this critical area has been essential to the continued success and growth.</p> <p>The operating systems at the student costs level were completely reviewed along with the sporting costs and charges and related policy. This has resulted in a more transparent and compliant</p>	<p>The BOT and SLT continue to deployment of a comprehensive ICT plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE.</p> <p>The BOT and SLT will refine a transparent financial plan explicitly supporting student learning and achievement with clear cyclical replacement systems developed across the school wide operation.</p> <p>The BOT and SLT will implement a transparent communication plan supporting a strategic and operational approach to support improved student achievement and community engagement through sound communication strategies</p>	<p>will implement phase three</p> <p>The BOT and SLT begin deployment of a comprehensive ICT plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE.</p> <p>The BOT and SLT will refine a transparent financial plan explicitly supporting student learning and achievement with clear cyclical replacement systems developed across the school wide operation.</p> <p>The BOT and SLT will refine its transparent communication plan supporting a strategic and</p>	<p>SLT & ICT Leadership</p> <p>SLT & BOT Finance</p> <p>SLT & All Staff</p>
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<p>• Policy for learning</p>	<p>information sharing to support learning.</p> <p>Structures of BOT policy have been based historically and are built on reaction to events and issues in the school environment rather than on proactive and strategic structure of governance and self-review</p>	<p>Significant NZSTA board training has seen a greater focus on governance structures that are now supporting the teaching and learning as our primary cause. Work will continue in 2016 to redevelop an operating policy and procedure set that better meets the needs of the school going forward and takes into account legislative changes.</p>	<p>build a transparent communication plan supporting strategic and operational approach to support improved student achievement and community engagement through sound communication strategies</p> <p>The BOT and SLT will explicitly work to review the schools current position and build a transparent policy platform plan guiding strategic and operational approach to support improved student achievement and community engagement through sound and transparent governance</p>	<p>build a transparent communication plan supporting strategic and operational approach to support improved student achievement and community engagement through sound communication strategies</p> <p>The BOT and SLT will explicitly work to review the schools current position and build a transparent policy platform plan guiding strategic and operational approach to support improved student achievement and community engagement through sound and transparent governance</p>	<p>structure across the school and transparent information for parents.</p> <p>Work had continued to establish modernised and systematic reporting process through to BOT Level around policy development. Work around the redevelopment of policy and procedures is a key priority in 2017 as we work through the new umbrella structure.</p>	<p>The Bot will continue to actively review and refine the policy structure to ensure it supports governance focused on transparency and student success</p>	<p>operational approach to support improved student achievement and community engagement through sound communication strategies</p> <p>The BoT will continue to actively review and refine the policy structure to ensure it supports governance focused on transparency and student success</p>	<p>BOT Policy committee and SLT</p>
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SECTION TWO:

Te Aroha College - 2016 DRAFT Operational Plan Variance Review



He waka eke noa

He tu manawanui ki te kei o te waka

Vision:

Success for All

Te Aroha College Student Graduate Profile:

Students of Te Aroha College are our future, they will be confident, connected, well rounded and have a clear future direction.

They will have pride, purpose and flexibility. They will seek excellence and excel locally, nationally and internationally in their chosen strengths.

They will be culturally aware and demonstrate tolerance, respect and understanding and will go out into the world and sustainably take responsibility for themselves and those that rely on them.

Expanded Goals Through the GPILSEO Lens – Overview and Guiding Scaffold

Using the work of Russel Bishop (Te Kotahitanga Research) we use the GIPILSIO scaffold to unpack goals to support planning implementation and review

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS & TARGETS
<p>Aspirational Goals:</p> <p>Our goal is to raise the achievement of all students</p> <p>Our goal is to have students achieve in a culturally connected environment</p> <p>Our goal is to have all students achieve proudly as individuals</p> <p><i>Open to success for all students</i></p> <p>Our goal is to actively use Restorative Practices to develop and enhance relationships between students, teachers, Whanau and the wider community.</p>	<p>Aspirational Goals:</p> <p>Our goal is to develop a culturally responsive pedagogy of relations through the effective teaching profile at the classroom and leadership level.</p> <p><i>Open to see through our learners' eyes</i></p>	<p>Aspirational Goals:</p> <p>Our goal is to collectively advance as a school to embrace and demonstrate innovative 'Best evidence' educational practice.</p> <p>Our goal is to review all systems of operation through the lens of student learning, engagement and success and redesign our operational structures to reflect sustainable positive change.</p> <p><i>Open to the possibilities of change and the knowledge we need to change</i></p>	<p>Aspirational Goals:</p> <p>Our goal is to develop and strengthen innovative leadership skills, thinking and operation to support educational reform at all levels of the organisation.</p> <p><i>Open to Leaders as Learners & Learners as Leaders</i></p>	<p>Aspirational Goals:</p> <p>Our goal is to spread the reform process through active communication and engagement with each stakeholder group and each level of the organisation and the wider community.</p> <p><i>Open to making connections for learning</i></p> <p><i>Open to engaging our stakeholders to spread reform</i></p>	<p>Aspirational Goals:</p> <p>Our goal is to actively collect, analyse and use data to inform the design, implementation and review of all practices within Te Aroha College and with our interactions with stakeholders.</p> <p>Our goal is to achieve transparency of and accessibility to all systems of operation</p> <p><i>Open to the power of data to evidence our next steps</i></p>	<p>Aspirational Goals:</p> <p>Our goal is to achieve individual and collective ownership of the reform process at all levels of the organisation.</p> <p><i>Open to the development of sustainable change</i></p>	<p>Aspirational Goals:</p> <p>Our goal is to regularly review progress and seek stakeholder voice to support feedback and feed forward.</p> <p><i>Open to regular robust reflection and review</i></p>

Expanded Operational Plan for 2016 – REVIEW Through the GPILSEO Lens

Teaching For Learning : Section 1

- To further refine and develop an in-depth formative review structure of pedagogical practice to support teacher self-review and improvement towards future focused learning
- To develop a culture of active programme delivery differentiation to meet the needs of all learners.
- To develop a culture of usage of student prior knowledge to support learning engagement and enhance individual worth and identity
- To further develop a culture of power sharing, collaboration and student ownership and voice in the learning process to support student engagement and success

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS	TARGETS
<p>Teaching for Learning</p> <p>To enhance a pedagogical culture of 'success for all' through encouraging innovative teaching practice, power sharing and quality relationships and the facilitation of relevant and personalised learning experiences</p> <p>To create coherent and meaningful links with contributing primary schools to support</p>	<p>To enhance pedagogical practice through the integration of technology into the teaching and learning arena</p> <p>To actively work with teachers and students to encourage the use of student engagement in planning of unit work to allow individual contribution and local content introduction</p> <p>To support teachers to revisit entry models of inquiry practice form feeder schools to aid in</p>	<p>To encourage and expect the use of digital technologies as a teaching and learning platform in year 9 classrooms</p> <p>To set in place and begin 30% of units review to support greater student input for engagement – plan with approaches</p> <p>To create PL opportunities for teachers in English and maths to provide</p>	<p>To offer regular and targeted PL time to staff to support digital confidence in pedagogical delivery using this medium</p> <p>To engage specialist support to encourage digital confidence</p> <p>To complete a pedagogically driven ICT development plan collaboratively with HOL's</p> <p>To lead HOLs in unit review and evaluation to actively include student input and local curriculum development</p> <p>To support HODs to actively encourage and build relationships with primary feeder schools to revisit inquiry</p>	<p>To set clear expectations for staff involvement and actively model digital pedagogical usage and advancement and to actively support staff PL</p> <p>To set clear expectations for staff involvement and actively model local content advancement and student prior knowledge in planning</p> <p>To create opportunity for shared professional learning between the school levels that is</p>	<p>To encourage staff to adopt, document and improve self and team review systems to support ongoing improvement. To create department based tec-perts to support staff development</p> <p>To use this as a platform for wider community engagement and</p>	<p>Teacher voice, observation data, student voice.</p> <p>Teacher portfolio</p> <p>To share units and pedagogical approaches with enhanced local content</p>	<p>To collaboratively develop and embed a 3-year plan for digital development as a key pedagogical reform area</p> <p>To collaboratively work with community partners to increase</p>	<p><i>To see improved digitally integrated practice at year 9 through observation evidence, teacher and student feedback</i></p> <p><i>To see 30% of junior units showing localised linking and content.</i></p> <p><i>To establish a collaborative learning community' relationship with</i></p>

quality education transition for students between schools.	effective transition to secondary school and enhanced teaching strategies	understanding of what pedagogical processes are being used in senior primary and how these can be capitalised on to support improved student learning	models of teaching and build consistent pedagogical approaches	focused on sharing relevant pedagogical approaches	involvement within the school curriculum	through HODs and staff meetings and present localised content	local content and resource use and improve pedagogical approached	feeder schools toward IES
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2016 in Review

- To further refine and develop an in-depth formative review structure of pedagogical practice to support teacher self-review and improvement towards future focused learning (Appraisal)**

Through the strengthening of the extended leadership team and the intensified development of the SCT role as the pedagogical 'go to guy' we have continued to refine and trail a pedagogical review tool tailored to our school needs to support class observation feedback and feed forward. Based on the Effective Teacher Profile and 'growth mind set theory' and refined through 2016 the 12 observable criteria are relationally based and have supported our staff to move toward a more 'discursive and inclusive' teaching approach'. After a year and the full staff observed with the tool we have collected data which has greatly supported our understanding on what we are doing well and how we can further improve our teaching approaches especially around incorporating ICT and differentiated planning into routine planning.

The change in day structure provided a platform for the redevelopment of the way in which teachers planned and delivered lessons to adjust to the extended learning time. This also supported our considerations around the effectiveness of longer learning periods as the majority of the staff showed strong and competent teaching approaches throughout the year. It is however noted that a few staff tried to continue to teach in an unchanged fashion with challenging results. Student voice was very clear on where this was occurring and support was offered in all cases. Healthy debate was created through the process of the value of the relationship of instructional and directive teaching methods in conjunction with more discursive teaching methods.

The use of the charter goals and targets as the basis of the HOL reporting tool has also supported triangulated feedback on where we are at operationally in relation to our strategic direction. The need for a greater triangulated approach to self-review with the inclusion of NCEA systems and outcomes was made clear through the second half of 2016 when the lack of integrity became very obvious in at least one learning area. This has prompted an intensive upgrade of the review process and development of new leadership roles to create a more robust model where no one person is able to sign off a learning area without active outside review and evaluation. The key aim in 2016 was to move from a tick box system to a formative and effective self-review and development system focused on pedagogical improvement and shared discussion. The evidence suggests we are well on the way to achieving this with the further planned refinements.

Evidence - observation sheet summary for 2016.

- The tool provided a consistent and team based approach to teacher observation (using the same language and creating a non-threatening review structure) focused on self-improvement
- The team based and collaborative review structure created space for 'learning conversations' about improving practice and supported self-reflection for both the reviewers and reviewees.
- The relational theme supported and enhanced the value of positive learning relationships between students and staff looking at not only teacher delivery but also student interaction with the delivery
- The feedback model supported year 1 teachers to professionally grow and refine their practice in a consistent way were all staff supporting them had a common approach expectations and language
- Coupled with sign off of professional standards for all teachers and leadership review against charter goals we have developed a greater level of comprehensive self-review around pedagogical performance.
- The March to March Schedule of Review has increased our ability to include and triangulate results for Learning Area Leaders and class teachers as this had not been part of the traditional model in previous years.
- In the staging system used we are seeing staff consistently performing toward the discursive range with '3 to 5' scores. No staff within the review had consistent scores at the '1 to 2' range. There is however further professional development needed to move scores consistently to the '4, 5' range around the concept of power sharing and prior knowledge usage with students.
- It was clearly noted that teachers in rooms with modernised furniture consistently scored higher general ratings. As the furniture roll out has been driven by staff asking for a change to support their shifts from traditional practice this was very obvious evidence of practice shift.

Areas of focus for 2017 - From Staff feedback:

- A calendared period of time has now been co-constructed for observations on term one and three to better support school focus on this important review process.
- A layer of inquiry and presentation back to staff has been added to support the further development of 'teacher as learner' model
- A tighter structure has been formed with HOL's and the Appraisal team to ensure coverage is consistent with a variety of reviewers used
- A wider review structure has been added triangulating NCEA performance, NCEA administration and programme review for HOLs due to concerns about NCEA integrity. This is reflected in the appointment of Grant Aitken and Rachel Scott into two critical 'umbrella' leadership roles along with DP Wayne Stringer to systematically work through intensive review of all learning areas in 2017.
- The continuation of HOL reporting against charter goals and targets and greater connectivity of presenting these to the BOT as part of the review cycle

- To develop a culture of active programme delivery differentiation to meet the needs of all learners.

Work undertaken in 2016 lead on from the 2015 trial where targeted (Low asTTle) students were withdrawn by the SENCO and received individual or small group teacher support at approximately \$25000 of resource. In 2016 this was adjusted to 'in class support' with an increased number of teacher aides working directly with students and teachers in class. This was well resourced with a cost of \$38000 as a support tool for the change to longer learning times and based on 2015 teacher feedback and has been evidenced as supportive for staff and students particularly with shift to longer learning periods. 9 Classes were covered at year 9 across core subjects, 5 at year 10 across core subjects, 4 at year 11 across Maths, English and tech and 1 at year 13 in technology. Some were student focused where the Teacher aide worked directly with tagged students and some were general class support where the teacher aides worked at the teachers' direction. This was a needs based system where teachers reported need to the SENCO and this was filled. This in review has created some obvious inequities and the need for a more cohesive approach to individual and class needs in 2017.

This goal in 2017 needs to have greater emphasis on inconsistent and planned class support and increase team teaching and teacher aide time in class with greater planned usage of the teacher aides between teachers to maximise the benefit for target students. Provisional planning will see the core classes and years 9 and 10 covered with 8 classes supported at years 9 and 10. The correlation to asTTle results also showed that students with low entry scores have made significant progress supporting the use of the additional resource.

This continues to be a work in progress. We have begun investigation into broader testing methods to provide more effective base line data for students entering the school. (see review break down)

Gateway Programme

We placed 50 students in their choice of vocation and met our key performance indicators by attaining 20 credits per student. This is the second year we have met the new requirements of 20 vocational credits per student supporting our students to the highest levels of achievement in NCEA Level 2 for the school. Five students have been offered apprenticeships as a direct result of this course in 2016 which is a great achievement. We have been offered additional places and will have 52 Gateway places in 2017. This is testament to the excellent programme that Linda Merriman and Lynda Lovelock have created.

Trades Programme

In 2016 we were given 26 places initially. This was increased to 35 places through the year. Students gained a total of 899 vocational Level 2 credits and Level 3 credits. The average credit achievement for each student was 26 level 2 or level 3 credits. The areas covered were Manufacturing, Construction, Community Services, Service Industry, Agriculture, Building and Automotive. These were provided through Taratahi, Polytech and Wintec. Te Aroha College students have received five awards for top performance from Wintec out of 36 awards offered to the 35 participating secondary schools. It was a great pleasure to see these students receive their awards at Wintec and a credit to the calibre of our students regionally.

2016 WINTEC and Taratahi Student Results						
Statistics		Trades	Pilot	TAC	Total	
Students		30	2	3	35	
Credits		741	48	110	899	
Withdrew		8	0	0	8	
Returning to Year 2 2017		16	1	1	18	
Course		Number	Credits		Awards	Returning 2017
Year 1 Manufacturing		5	185		WTA Excel	2
Year 1 construction		11	368		WTA Excel	1
Community		2	48		WTA Excel	1
Year 1 Service		1	31		WTA Excel	
Year 2 Building		1	23		WTA Excel	7

Year 2 Automotive		2	33		WTA Excel	1	5
Year 2 Electrical		0					1
Year 2 Service		0					2
Year 1 Agriculture		5	205				1
Completed		27	893			5	16
Withdrew		8	6				
Enrolled		35	899				

In 2017 Key Focus Areas

- Focus on linking the trades programme effectively with literacy and numeracy to insure students achieve the full qualification at each year level
- Focus in supporting the key competences of self-organisation for particularly boys in trades and who have alternate days out other than the interest day slots
- Review the compatibility of trades and standard curriculum with such high participation numbers (potentially up to 40 places)
- Provide mentors for trades students to support learning programme continuity and success
- Review the place of year 11's in trades - is this too soon?

To develop a culture of usage of student prior knowledge to support learning engagement and enhance individual worth and identity.

Making the Graduate Profile a Reality:

Work at Deans and HOL level and with full staff around the graduate profile began to shift our operating culture toward greater student involvement and greater use of localised curriculum. The emphasis at junior school on the use of student voice linked back to the effective teacher profile and the development of greater senior student voice made significant shifts and helped direct where we needed to refine the changes implemented in 2016. Work around restabilising student voice in how to improve school culture also greatly supported the steps we have made to more personalised planning for students particularly at senior level.

Key Areas of focus:

In 2017 we aim to actively work with staff and students on Growth mind-set theory as a scaffold to better support the development of the 'need to work until you are proud' and can demonstrate individual ownership of learning.

The Excellence Debate:

This left a number of questions however regarding the challenges we were having with senior learners regarding the view that Excellence grades were the work of teachers regardless of the input of students. After an inquiry run through the English department it became evident that we needed to introduce significant work around the development of 'growth mindsets' where the internalised learning approach students were operating under needed re-examination. This led to the beginning of substantive Professional Learning for the extended SLT and key learning areas with Growth Mindset as a potential framework to shift student attitudes toward a more individualised and self-driven learning platform. The ingrained nature of some students that NCEA Excellence was a right and not something personally earned through reaching a state of innovation and understanding was very challenging for staff to get across to both students and parents. "Have I done enough to get Excellence...Tell me how to get Excellence...can I stop now is it Excellence" by their very nature is not a culture of personalised learning, innovation, risk and growth. We note that the substantial changes to the approach to learning in 2016 supported an increased level of excellence at NCEA 3 and maintained a high level of Excellence achievement at Level 2. We also noted a higher rate of external exam achievement.

We have worked collaboratively with all learning leaders to understand what the personal demands of Excellence are and appreciate that teachers teach to merit and it is the 'learning partnership between teacher and student that supports a student to achieve Excellence'. This will continue to be a learning inquiry for the Head of Learning English as she broadens her role to NZQA Principal's Nominee.

The use of student direction and the Interest Day programme:

A number of trials were run where students constructed learning programmes with the teacher particularly around interest subjects. Mountain biking, Hunting, Engineering and Master Chef showed how student leadership could successfully drive programmes and challenge both students and staff beyond adult parameters. Student voice although questioned by some parents was seen as a highly effective barometer of student engagement in the programmes we offered and a sound and effective way of being able to use this voice to refine and enhance the student learning experience. The Drama team contributed to some of the most significantly student and community supported learning with both Stage Challenge and the production. This learning area also modelled the true essence of the potential of NCEA where achievement fell out of real and purposeful activity. Adrienne as HOL of Arts is to be professionally commended for pushing the boundaries for student learning within her work so successfully as there is much we can all take from what she achieved.

Key findings:

Responses to Concerns raised in 2016 around our Operating Structures

After an intensive review of all 2016's results, data and evaluations Te Aroha College has made the decision to continue to operate with 100-minute learning periods and run Interest Day for terms two and three in a restructured manner.

We received 29 responses from the survey on Interest Day. This was added to the full list of feedback collected at the September meeting with 42 parents and staff in attendance and wider verbal comments regarding Interest Day and our operational structures. We have intensively reviewed this information along with the school attendance and achievement data with the staff leading the project, with senior leadership and the BOT. We have worked through the concerns and worked hard to ensure these are met with an intensified and restructured approach to our operations for 2017.

Key feedback related to:

Attendance Management

A complete overhaul of the attendance system has been undertaken since last year. This includes the following:

- a change in the shape of the day to start with period 1, the shifting of Form to the end of period 1 and a later start of 8.45 to ensure all bus students have arrived before the start of the day. We expect all students to be on site by 8.40.
- Rebecca Johnston has been placed as Administrator in Charge of Attendance and Peter Jager (Deputy Principal) will head the attendance team for 2017.
- Text notification will operate for all three teaching periods during the day for any student absent without explanation. (parents and caregivers have been requested to ensure contact cell phone details are correct and up to date)
- There is a clear expectation that parents/caregivers will phone or email Rebecca by 8.30am if students are sick or absent from school. A note/email from parents is required if students are absent and a medical certificate is required for any period longer than three days.
- There is a clear expectation that all students will attend school or school related activities every day.
- The changes have not been restricted to just the Interest Day format but will include all teaching periods in the week and full school sporting events.

Selection of Interest Blocks by Students

To address concerns regarding student choice and selection for Interest Day blocks we plan to hold a Student and Parent information night in early March similar to what we run for subject selection. This will have outside presenters, staff who are offering programmes and students who have experience in what has been offered to provide Parents and Caregivers the opportunity to ensure student potential selections meet their expectations. We have also increased the role of course and career counselling for students who may be unclear in what their interests are.

The Need for Specialist Support in a Study Block

To address concerns regarding additional study and support of traditional curriculum learning the final block on Wednesday in terms two and three for senior students will be a supported study block allowing students to gain time with specialist subject staff as tutorial time and will be compulsory to attend.

For juniors this time will be dedicated to pastoral care, team building and learning support.

Learning time for Traditional and Non-Traditional Curriculum

Each approved Interest Day programme will offer a range of learning opportunities including links to existing curriculum, further options for qualifications or further practical time and work experience that counts toward planned career goals and enhancing student experiences. Each student will complete a reporting schedule for parents/caregivers with support from their tutors, teachers and facilitators. We hope that for those students who are challenged by self-management that this will aid in providing a clear guideline and expectations for their involvement.

Educational Merit of Interest Day Activities

We have addressed areas where parents felt there was questionable value. This has meant we will not be including purely recreational options and all options will have clearly planned outcomes. We do however note that what some parents consider as recreational activities are actually very real career options for our students in the future and we will be working on community education around the changing world of job opportunities in 2017.

Increased Communication

We are also working hard to increase communication between home and school to ensure parents feel informed and involved in what we are doing. This will extend well beyond this particular aspect of our programme in 2017.

Some factual information that Parents needed:

Teacher Availability

We have advised parents/ caregivers that under the National Teachers Collective Agreement secondary teachers have a set amount of time that can be used for contact teaching. Given the variety of programmes not all teachers have scheduled contact time available for Interest Day blocks but are fully involved in planning, preparation and administration during this time. It is a requirement of all schools nationally not to exceed teaching allocations. In 2017 23 teachers will be actively participating in the Interest Day programme blocks. Our team for Interest Day also includes a number of qualified specialists and locals who have passion and talents in key areas of student interest.

Diverse Learning Pathways

We believe the best thing we can do is develop students' ability to be learners. Although NCEA credits are critically important as an assessment of traditional learning they are not the only assessment of learning. Students who are self-motivated and have positive and diverse learning outcomes along with highly developed social and leadership strengths are what our employers and tertiary organisations are seeking. We are all working to develop learning opportunities that expose our students to real world experiences and support them to stand out from the rest. Our comprehensive sporting and camps programme are examples of the wider opportunities our students have along with the Trades, Gateway and University programmes.

- **To further develop a culture of power sharing, collaboration and student ownership and voice in the learning process to support student engagement and success**

Work to implement student voice was continued with year 9 and 10 linking individual class teachers with the feedback and sharing this with HODs. This has led to significant work rethinking the class structures and teacher perception of the class structures at junior level. (all student voice used was carried out in a format that used the effective teacher profiles to link both student perception and staff review information around a common theme of improvement.) The junior deans lead this process in 2016.

This was linked to work from the wellbeing committee around greater acceptance of individual differences and made significant inroads into the development of a more restorative and inclusive school culture. Continuing to empowering students to make a better school has been a significant shift for both students and teachers. It has raised expectation around class teaching and learning and raised expectations around student involvement in wider school life.

FIXED MINDSET

THE BELIEF THAT YOUR POTENTIAL WAS DETERMINED AT BIRTH.



WWW.KATHERINELYNAS.COM

GROWTH MINDSET

THE BELIEF THAT WE CAN WORK HARD AND IMPROVE.



Growth mindset vs fixed mindset

SUCCESS ← → FRUSTRATION

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. I can learn anything I want to. 2. When I'm frustrated, I persevere. 3. I like to challenge myself. 4. When I fail, I learn. 5. I like being told that I try hard. 6. If my classmates succeed, I'm inspired. 7. My effort and attitude determine everything. | <ol style="list-style-type: none"> 1. I'm either good at it, or I'm not. 2. When I'm frustrated, I give up. 3. I don't like to be challenged. 4. When I fail, I'm no good. 5. I like being told that I'm smart. 6. If my classmates succeed, I feel threatened. 7. My abilities determine everything. |
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GRIT ← → Learned helplessness

Sometimes the thing that is holding you back...

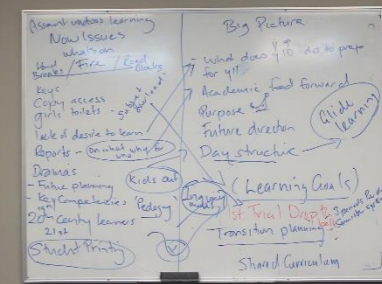
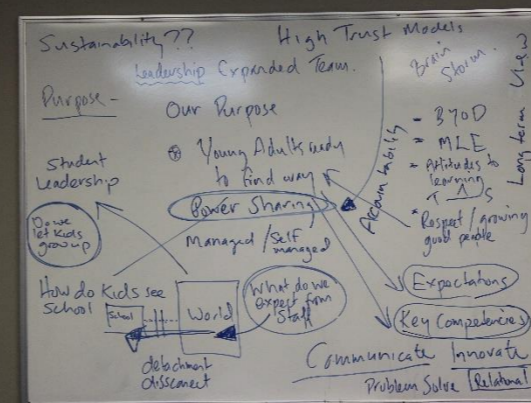


...is all in your head.

My teacher thought I was smarter than I was – so I was.

Six-year-old

If a child can't learn the way we teach, maybe we should teach the way they learn.



TARGETS

To see improved digitally integrated practice at year 9 through observation evidence, teacher and student feedback

The transition from One Note to Google was relatively easy for staff as Google proved to be a far more user friendly programme. The intensive training offered in term one provided staff with both the necessary skills and incentive to 'give it a go'. The work done by our ICT team greatly supported the change process. (the appointment of two very relationally strong practitioners into these roles was also very successful with staff. The Board provision of Chrome books greatly supported this at year 9 with the 'common device'. A consistent device eliminated much of the Byod concerns and supported staff usage. For students the compatible platform with their feeder primary schools made a significant difference and allowed teaching and learning to occur. Without having to relearn an operating platform students were able to engage quickly with the learning.

A significant reduction in behaviour incidents in class and stand downs from class related incidents also supports that students were better engaged in learning generally at a level that worked for them. This could also be linked to the increased use of teacher aide support.

The next key issue was pedagogical and this has since been addressed by a 'learning focused' approach to ICT as a learning tool in a discursive environment. This has seen a substantial increase in teacher Professional Learning and class expectation about the use of technology as a tool and a positives shift in the observation data for the majority of staff as they acclimatised to increased learning time. It is however noted that as staff got tired toward the end of the year the use of ICT began to decrease in the lesson formats. This need urgent addressing in 2017.

The restructuring of lead staff and the appointment of new ICT external high end support has worked in an effective way to build staff confidence has also seen significant change in the school's approach to roll out and implementation of chrome books. Alex and Danielle have performed well above any expectations we had and have modelled through their work the potential for all of us to grow.

The key learnings were around the importance having a clear student focused plan and vision, developing a whole year level approach, setting clearly defined expectations about what teachers and students needed to do with the technology to support learning, having easily operable tech systems and quality professional learning to ensure that IT rich learning was accessible within '3 clicks' This has been positively reported by staff in year 1 of the chrome book roll out but needs continued intensity to embed the ICT as learning tools.

In 2017

Year two will see the whole junior school provided with devices and allows for greater potential of collaboration and shared learning practice. However, it also comes with the challenge of shifting year 10 programmes to be ICT rich. Conscious planning time needs to be provided to this year level for teachers if we are to embed the change and maximise this learning approach.

To see 30% of junior units showing localised linking and content.

The restructuring of learning time and development of the use of the effective teacher profile has seen a substantial increase in the use of localised curriculum and student prior knowledge.

Social science, business studies, agriculture and Gateway have made the most use of this approach in 2016 with some very positive learning outcomes. A number of interest day options also made significant use of not only localised area content but localised specialists. This was particularly positive in Hunting, Mountain biking and Engineering. It also opened up greater business links for the trades and gateway placements.

Six gateway apprenticeships showed the positively of the localised involvement.

To establish a collaborative learning community' relationship with feeder school toward IES

Through 2016 we built on regular meetings with the primary feeder school. This renewed relationship has seen several key advancements including a community wide Literacy project focusing on writing and a complete review of Manual which will now include a practical science programme and an extended robotics programme. Most importantly we have listened closely to the Primary principal's feedback on how we can improve so as not to be "like walking through the gates of Jurassic Park" and with the addition of chrome books we have made a more positive transition for these students through 2016. This difference between year 10 and year 9 in 2016 was significant due to the device provision and has been commented by a number of Learning areas.

General comment:

Simply put we focused on making it all about learning. In review the evidence of shift is visible across the work we achieved in 2016 and most significantly in shifts in year 9 asTTle results. The approach taken by Alex and Danniell is to be positively commended as they have taken the fear factor out of ICT for staff with their approachability and willingness to support a learning culture. Critical to our continued shift and next steps is the use and sharing of data in live time to support change rather than just the collection of data and this needs to be worked on in 2017 at both senior and junior level.

Teaching For Learning : Section 2

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS	TARGETS
<p>Teaching for Learning</p> <p>Leading a learning Journey</p>	<p><i>In 2015 the SLT will support and encourage HOLS and teachers to learn and use culturally responsive pedagogy of relations to support differentiated teaching and learning with a particular focus on junior classes.</i></p> <p><i>Through on-going inquiry teachers will further develop strategies that enable differentiated teaching and learning to occur in their junior and senior classes.</i></p> <p><i>Teachers will work towards a deeper understanding of the Effective Teaching Profile (ETP) and the use of inquiry learning model to achieve "success for all students".</i></p>	<p>Our goal is to expand pedagogical knowledge to enable teachers to develop and adapt programmes to meet the individual learning needs of students in their class and subject.</p> <p>Our goal is to expand the use of the inquiry model research process for teacher appraisal to show improvement in student outcomes.</p>	<p>To implement class structure and programmes to allow for mixed ability classes that effectively meet the diverse learning needs of students within them.</p> <p>Our goal is to strengthen the appraisal system through the use of documented inquiry focused on improving student outcomes.</p>	<p>To extend and develop the role of HOFs as leaders of learning.</p> <p>To extend and develop the role of teachers as leaders of learning.</p> <p>To promote and explore the concept of "readiness for success" with HOFs and teaching staff in relation to differentiated instruction.</p> <p>Our goal is to support the HOLS to lead the teacher appraisal process within their faculties focusing on improving student outcomes.</p>	<p>To promote and explore the concept of "readiness for success" and how it applies to all areas of the school and wider community.</p> <p>To educate the wider community toward a change in philosophical base around classing structures.</p> <p>To promote collegial sharing of good practice through targeted observation of colleagues and the publishing of inquiry process results.</p>	<p>To use a range of evidence to inform us of the impact of differentiated programmes in mixed ability classes at the junior level (eg. asTTle, appraisal observations, student voice, teacher voice).</p> <p>Our goal is to show tangible student result improvement along with increased sharing of teacher inquiry findings toward best practice.</p>	<p>To have teachers positioned agentically, with the capacity and desire to meet the diverse learning needs of their students.</p> <p>Our goal is to have staff value teacher appraisal as a means to continuous self-improvement.</p>	<p><i>Our target is to show an increase in discursive practice of teachers through the development and collection of observation data from a tailor made review system</i></p> <p><i>Our aim is to use the appraisal process focused on interactive and supportive observation processes as authentic tools for reflection and review in support of these goals.</i></p> <p><i>Our target is to produce authentic digital inquiry studies from each faculty showing improved student outcomes.</i></p>

- *Our target is to show an increase in discursive practice of teachers through the development and collection of observation data form a tailor made review system*
- *Our aim is to use the appraisal process focused on interactive and supportive observation processes as authentic tools for reflection and review in support of these goals.*

- **Our target is to produce authentic digital inquiry studies from each faculty showing improved student outcomes.**

Through collaboration by the extended leadership team 12 key foci have been developed to deconstruct the teaching process as a way of supporting learning discussion on how we can improve practice. Our research used the Building on Success model to support development around our own effective teacher profile sheet and a simple recording system of observing practice in a 10-minute window where everything that was seen, heard of felt could be recorded without judgment then working with the teacher on their own self-analysis and discuss any variance noted by the observers. This has resulted in a comprehensive sheet to scaffold for positive discussion and self-analysis and reflection between a pair of observers and a teacher. Key observable criteria were focused on a 5 stage scaffold of what the observers might see and what we considered important to the learning process.

Teacher Instruction levels, Teacher Direction Levels, Expectation & Care levels, Participation levels, Convergent vs Divergent Solutions, Differentiation levels, Physical layout, Engagement levels, Behaviour Management, Academic feedback/ Feed Forward, Localised learning levels, Atmosphere & Relational levels, IT Content

The result has been a set of refined base line data giving us a clear focus for 2017 on how we can support individual staff to improve and what collective staff needs for professional learning were needed. It has also provided significant professional learning for those we have trained to observe. The most effective outcome has been the paired aspect of the observations where observer's conversations have been focused on what they have also learned and that teachers have felt supported in the learning conversations. It has also allowed staff to have a much greater understanding of where staff are at professionally and introduced a common language around how we talk about teaching practice.

2017

We have paired this with a traditional structure of assessment against the Registered Teacher Criteria to support and ensure we are meeting the required national expectations for teachers and in 2016 we have been approved by ERO with the new system as comprehensive and meeting the government standard. We however have added additional dimensions for 2017 to support the self-review of our achievement systems as well and focus on Middle leadership to ensure consistency when reporting on our strategic plan. Refinement will continue in 2017 to support staff to be able to reflect and make positive change and growth with their teaching practice. This has also been underpinned by a change to the HODs titles to Head of Learning and the implementation of new job descriptions to focus more on the leadership of their teachers as a primary responsibility.

Teacher inquiry will be added to this in 2017 to support a greater level of individual study and improvement to support and advance student learning. Key topics include boys' achievement, Shifting view on excellence, developing greater external achievement, using ICT to lift literacy skills and the development of Growth Mindset.

Assessment for Learning Section 3

- To develop a common understanding of 21st century learning approaches for students, staff and families to support enhanced learning outcomes
- To develop and intensified platform of formative assessment for learning and a culture of assessment readiness.
- To work actively to encourage student learners to progress beyond knowing to understanding and applying learning
- To encourage learners to strive for Merit and Excellence outcomes as a key priority for future success

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS	TARGETS
Assessment for learning To develop a culture of scaffolded formative	To report effectively to parents on a feedback feedforward academic model that provide clear information and	To develop clear and concise formative and summative assessment mechanisms that support student	To develop a digital system of reporting to parents though the parent portal that provides term by term	To lead and implement a reform of reporting to better meet clear and transparent	To develop school wide understanding of teachers of improved summative and formative assessment	Increase frequency and quality of reports	That each department clearly understands the principles of academic feedback and	To report regularly to students and parents of academic progress

<p>and summative assessment focusing on enhancing student readiness, agency, ownership and confidence to build successful learning outcomes that focus beyond basic achievement and aim for excellence and understanding</p>	<p>direction for further student progress</p>	<p>learning and progress at the classroom level</p>	<p>progress and academic feedback and feed forward</p>	<p>academic feedback to parents and students</p>	<p>and reporting of this to students and parents</p>	<p>Review of parent feedback on report changes</p>	<p>feedforward for quality reporting</p>	<p>Our target is to have established student led conference as a means enhancing the relationship between form teacher and family at junior level.</p>
<p>To aim to achieve Merit and Excellence levels at least 50% of Level 1, 2 and 3 students.</p>	<p>To lift Merit and Excellence Achievement to over 50% of all participants</p>	<p>To actively inform students at the class level of the importance of Merit and Excellence achievement and work with teachers to expect higher levels of achievement.</p>	<p>To use the parental portal to disseminate achievement information regularly to all students and deans and actively and explicitly inform parents of worth of Merit and Excellence endorsement</p>	<p>To develop deans, form teachers and SLT to actively support student mentoring for improved grades</p>	<p>To develop a school wide culture focused on excellence and regular information to support grade improvement</p>	<p>Review of student feedback on report changes</p> <p>Term by term report updated and analysis, NCEA data</p>	<p>The development of a culture of excellence</p>	<p>50% of all students in NCEA to achieve Merit or Excellence endorsement</p>
<p>To aim to achieve a 90% success rate at NCEA Level 2 for all groups, and to achieve parity for all groups of students, boys, girls, Maori, Pacifica.</p>		<p>Review and refine pedagogical strategies, including course differentiation, to maintain and improve current levels of achievement at NCEA.</p>	<p>Review and refine department and school wide systems to maintain and improve current levels of achievement at NCEA.</p>	<p>SLT will support the review at Department leadership level.</p>	<p>To ensure there is full understanding across the school community of “success for all’ expectations</p>	<p>Use of NCEA data analysis to drill down and identify areas that require greater support.</p>	<p>To have the school community have critical knowledge about the NCEA qualification.</p>	<p>To aim to achieve a 90% success rate at NCEA Level 2 for all groups, and to achieve parity for all groups of students, boys, girls, Maori, Pacifica.</p>
<p>To increase achievement of Level 3 and UE to above national average</p>		<p>There will be an explicit pedagogical focus on attaining UE qualification in light of changes in 2014 and</p>	<p>To raise the institutional profile of achievement of UE, including review of subject selection, careers pathways and</p>	<p>Senior Leadership working with community profile of targets and middle</p>	<p>To spread knowledge around the UE qualification through the institution and wider community</p>	<p>To increase the use of formative use of NCEA data analysis to inform progress and identify next steps.</p>	<p></p>	<p>To increase achievement of Level 3</p>

		the national target for 2017.	deans academic guidance pathways. Teacher education around changes to UE and 2017 targets.	leadership working with Department to lead the department structural change.		Tracking academic data through credit estimates and credit print on a regular basis. Disaggregating data between boys / girls and Maori and non-Maori to evidence the closing of the gap.	To have the school community have critical knowledge about UE qualification.	and UE to above national average
<p>For Year 10: To identify students who are achieving within Level 4B and below, and to develop cross curricular strategies that will raise achievement of these identified students by at least one curriculum level</p> <p>For year 9 to identify students who are achieving below Level 3B on entry and provided guided support to ensure curriculum accessibility</p>	In 2015, the SLT will support teachers to explicitly use e-asTTle and other standardised tests as formative assessment tools to raise priority student academic achievement across different learning areas.	Our goal is to engage the students to improve their own learning, by enhancing teachers' use of asTTle and other assessment tools to identify and inform next learning steps with students and show this in regular reporting to family and whanau.	Our goal is to embed the use of e- asTTle and further investigate standardised assessments to support the school-wide monitoring system.	Our goal is to develop and strengthen the leadership capability of HoLs and teachers in leading this pedagogical development within their faculties.	Our goal is to encourage the cross-curricular use of e-asTTle and other data.	Our goal is to collect, analyse and share the e-asTTle and other data with our students and families to increase student engagement in their learning.	Our goal is to increase individual and collective ownership of assessment data by students, teachers and whanau to support success for all students.	

- To develop a common understanding of 21st century learning approaches for students, staff and families to support enhanced learning outcomes

The development of the shared and co-constructed graduate profile set the scene for revisiting why we work the way we do and allowed us to question what was working and what was not for teaching and learning. This developed into a consultation and conversation between staff and students where our senior students have continued to provide critical information on how learning could be improved, the effects of the approach to NCEA and their views on what quality teaching and learning looked like. This has led to the need to investigate a clear scaffold to develop more growth based learning mind-sets and a shift in views on what success looks like for students. Although we have made progress there was clear evidence from some parental feedback that we need to work harder to communicate the intentions of the change and provide assurance that the changes we are undertaking are not perceived as detrimental.

- To develop an intensified platform of formative assessment for learning and a culture of assessment readiness.

This became the heart of a leadership, extended leadership and HOD discussion that drove many of the curriculum and structural changes. ART data played a critical role as deans contributed to the discussion with feedback that the scope of courses design showed how students were completing over twice the required level of credits to achieve a pass. In shifting courses to 'do less better' and load actual courses not what might be done has resulted in mixed results with some staff fixed into a view that anything less than their construct of a traditional programme was potentially putting them behind. This proved very challenging for a few staff. Through 2016 it did however drive intensive re-investigating of individualised course planning and teaching for understanding rather than assessment for the majority of teachers. Considerable work still

needs to be done in 2017 to address the impacts of Trades on internal programmes, the potential impact of Uni subjects on internal programmes and the balancing act of meeting UE requirements while still achieving as many learning opportunities as possible. The refining of Interest day to manage these personalised aspects of senior programmes will also greatly support our support for students individually.

- To work actively to encourage student learners to progress beyond knowing to understanding and applying learning

The critical and continued discussion between students and staff through 2016 built on what we had learned in 2015 and provided rich ground on how NCEA had inadvertently subverted teaching for meaning to teaching for assessments. The resulting reviews have allowed for considerable investigation into how we can successfully teach less better, create greater engagement and create meaningful learning opportunities for all our students. (Notably our NCEA results show an increase in external exam results supporting the do less better model.) This has also opened the opportunity for debate and discussion around cross curricula studies and the breaking down of curriculum silos. It has also opened the way for a number of successful interest day programmes coupled with Trades and Gateway and highlighted the need for us as a whole school to actively teach Growth mind-set theory to teachers, students and community.

- To encourage learners to strive for Merit and Excellence outcomes as a key priority for future success

We have maintained comparative levels of Merit and Excellence endorsement in 2016 with an increase around level 2 and 3. The difference in boys' achievement vs girls' achievement needs to be a focus moving forward

Full Endorsement 2016						2015
NCEA 2016	Excellence Girls	Excellence Boys	Merit Girls	Merit Boys	Totals	Previous year's results
Level 1	1	1	8	1	11	18 Merits, 10 Excellences
Level 2	9	1	4	1	15	4 Merits, 6 Excellences
Level 3	3	2	3	1	9	7 Merits, 1 Excellence

- Key areas of focus in 2017 is to increase the number of boys achieving full endorsement
- Provide a greater level of tracking and support with the Senior Academic mentor role
- Work to ensure students are in full programmes that support critical areas of achievement in literacy and numeracy

TARGETS

To report regularly to students and parents of academic progress

Reporting on line has been a positive in 2016 but further work is needed to make reporting a more 'live time' and relevant exercise for students particularly including progress toward achievement of credits. Work is needed on how we communicate learning progress to parents and how we focus on academic feedback and feedforward in a more timely fashion. Work is also needed to continue to build on the language teacher's use when reporting on academic progress to ensure we are consistently giving meaningful feedback.

Our target is to have established student led conference as a means to enhancing the relationship between form teacher and family at junior level and this will be investigated through 2017.

Work at year 13 by the Head of English and key senior leadership team member showed some exciting results in this area and received very positive parent and student feedback. This will be expanded in 2017

50% of all students in NCEA to achieve Merit or Excellence endorsement

To aim to achieve a 90% success rate at NCEA Level 2 for all groups, and to achieve parity for all groups of students, boys, girls, Maori, Pacifica.

Our results review of 2016 has shown strong and continued progress toward this goal. The intensive trades programme continues to significantly raise boys' achievement at level 2. Work is still needed for students who transition into Te Aroha College at senior school and work is needed for students around personalisation of learning programmes to ensure they remain engaged as the level of work expectation increases.

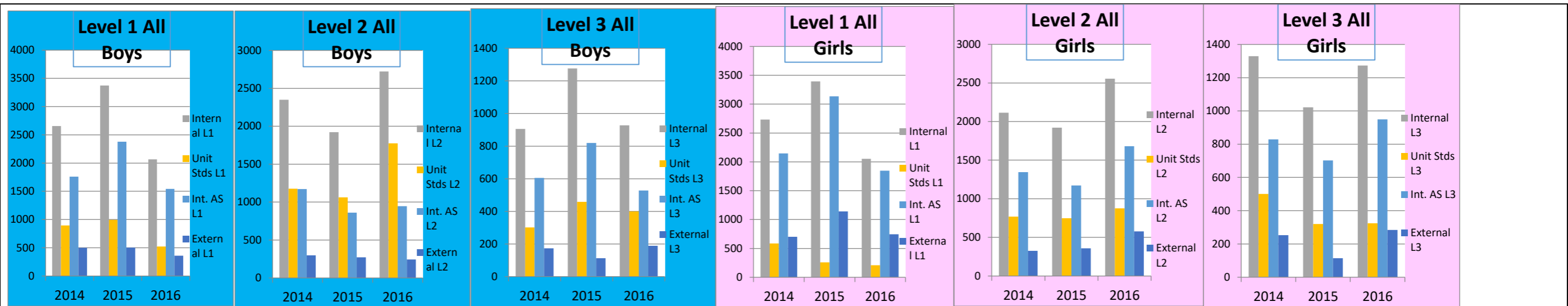
We still have considerable work to do to raise the standard of learning achievement beyond 'Achieved'. There is a significant increase in year 12 and 13 results.

NCEA Provisional 2016	Level 3	Level 2	Level 1
	66% 23/35 passed with 2 pending looking at 72% UE 13/30 passed with 4 pending	77% 56/73 with a pending 6 looking at 85%	76% 45/59 passed with a pending 2 looking at 81%
M & E Full Endorsement	4 Merits, 5 Excellence endorsement s(9/35 endorsement)	5 Merits, 10 Excellences endorsements (15/73 endorsement)	8 Merits, 2 Excellences 11/59 endorsements 16%

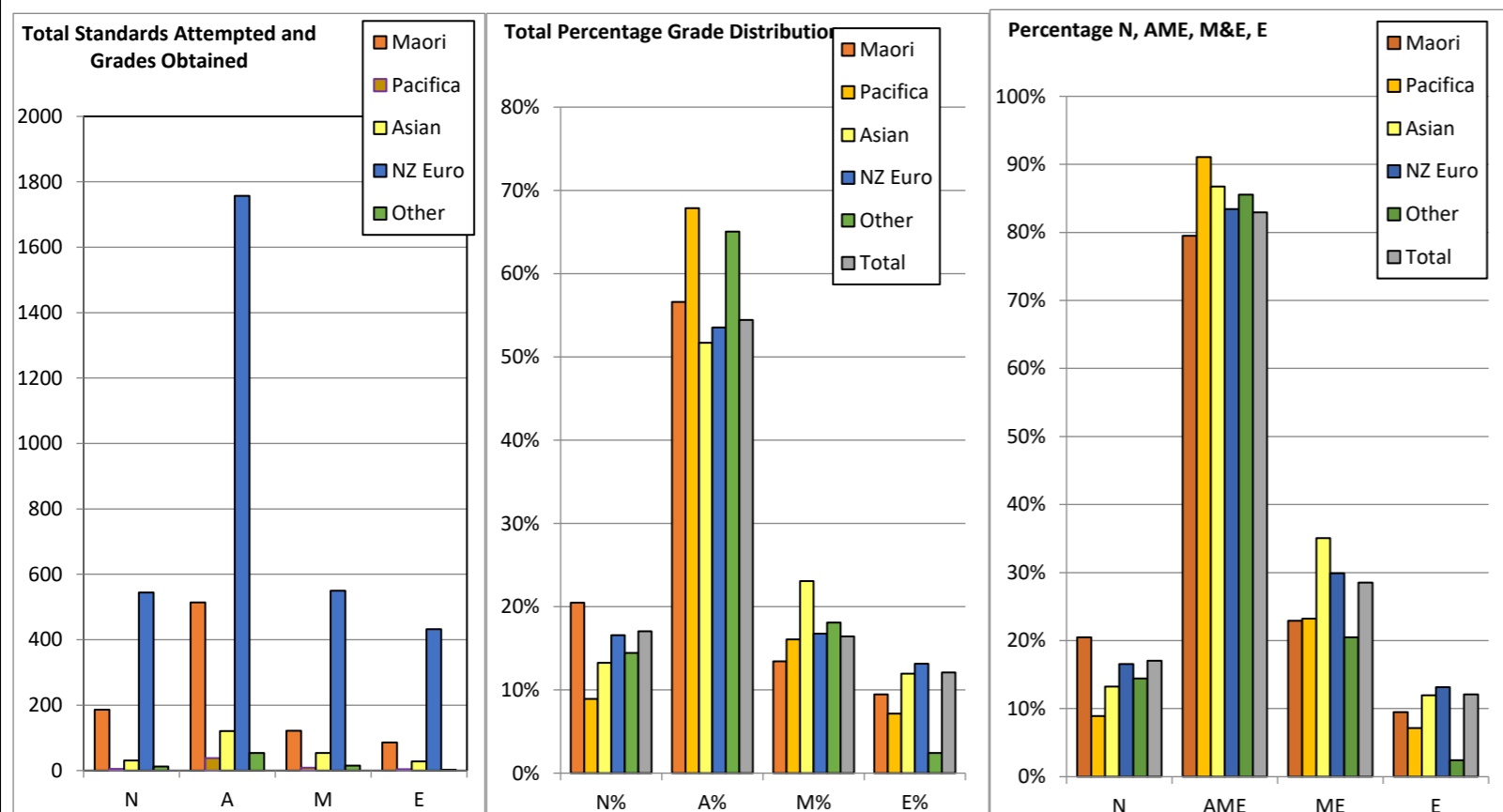
To increase achievement of Level 3 and UE to above national average

This year showed fluctuations in UE and was effected by a group of male students missing 1 external standard in a single subject area. Review of this particularly for boys' achievement in 2017 will be critical and will be supported by the Academic mentor role and dean at year 13,

3 Year Comparison of Boys and Girls Achievement

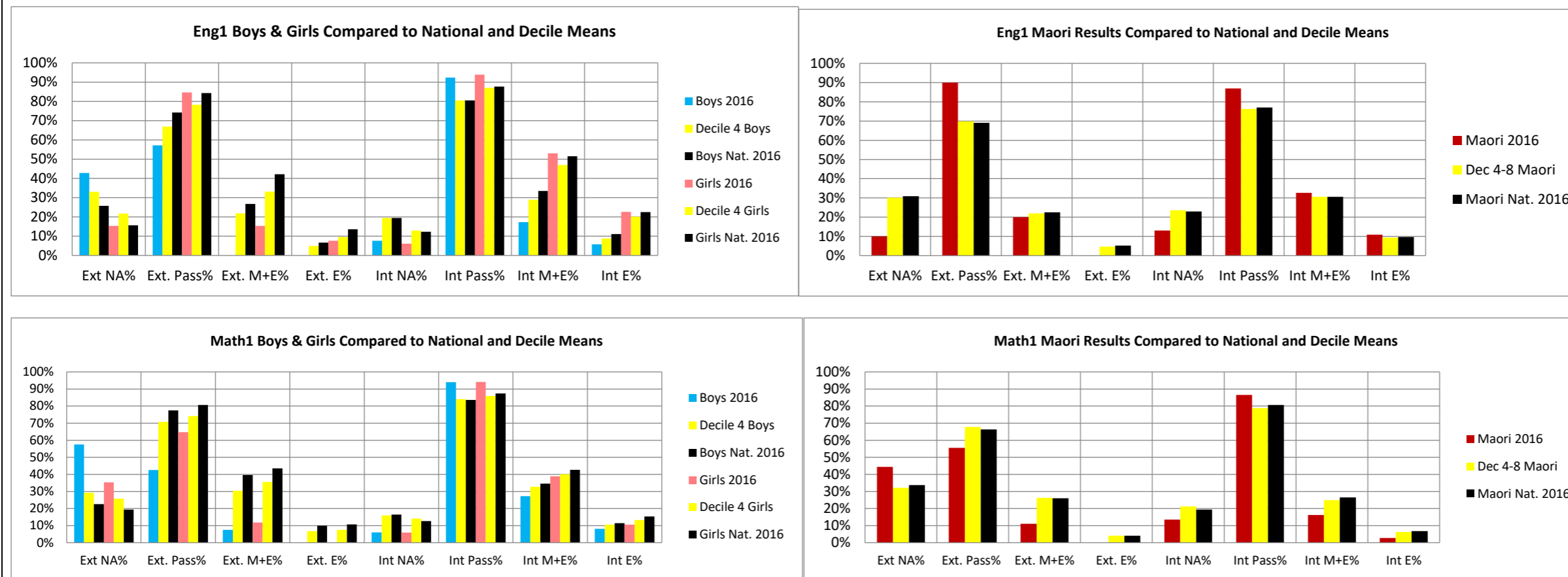


In 2016 we actively worked to attempt to reduce the course size for students across the senior school to better reflect the need to do 'less better' giving more time to learning rather than constant assessment. This was in response to the analysis from 2015 showing students were completing an unnecessarily high number of credits for each NCEA level. In many cases this was as high as three times the required amount. The results reflect the effectiveness of this at level 2 for both boys and girls and particularly for girls' overall results and boys' and girls' external results at level 3. The need to shift student perception to chance excellence rather than credits was a more difficult shift and still needs considerable work to increase the performance level particularly in externals. Work around the structure of level 1 however is evident as a goal for 2017 and with the support of the newly appointed Learning Mentor this will be rolled out by late term 1.



The above graphs represent the Ethnic breakdown of achievement in 2016. Of note is the consistency of achievement across the ethnic groups. Key future focus needs to be placed on reducing the number of Maori who are not achieving standards as this is disproportionate to our other representative ethnic groups.

NCEA Level One 2016 Comparison between English and Maths Achievement – Gender, Ethnicity Maori vs Decile and National Average



Commentary - Key points

- **Literacy and numeracy results** for boys and girls using English and Maths as the key indicators are above national average for boys, girls and Maori for **internally assessed work**
- **Externally assessed work in English** shows girls and Maori above national average but shows boys below national average
- **Externally assessed work in mathematics** shows boys, girls and Maori below national average.
- The proportion of boys and particularly Maori who have failed external maths standards is above expected levels.
- There is also a noticeable trend of boys receiving less merits and excellences in both English and Maths

Next Steps

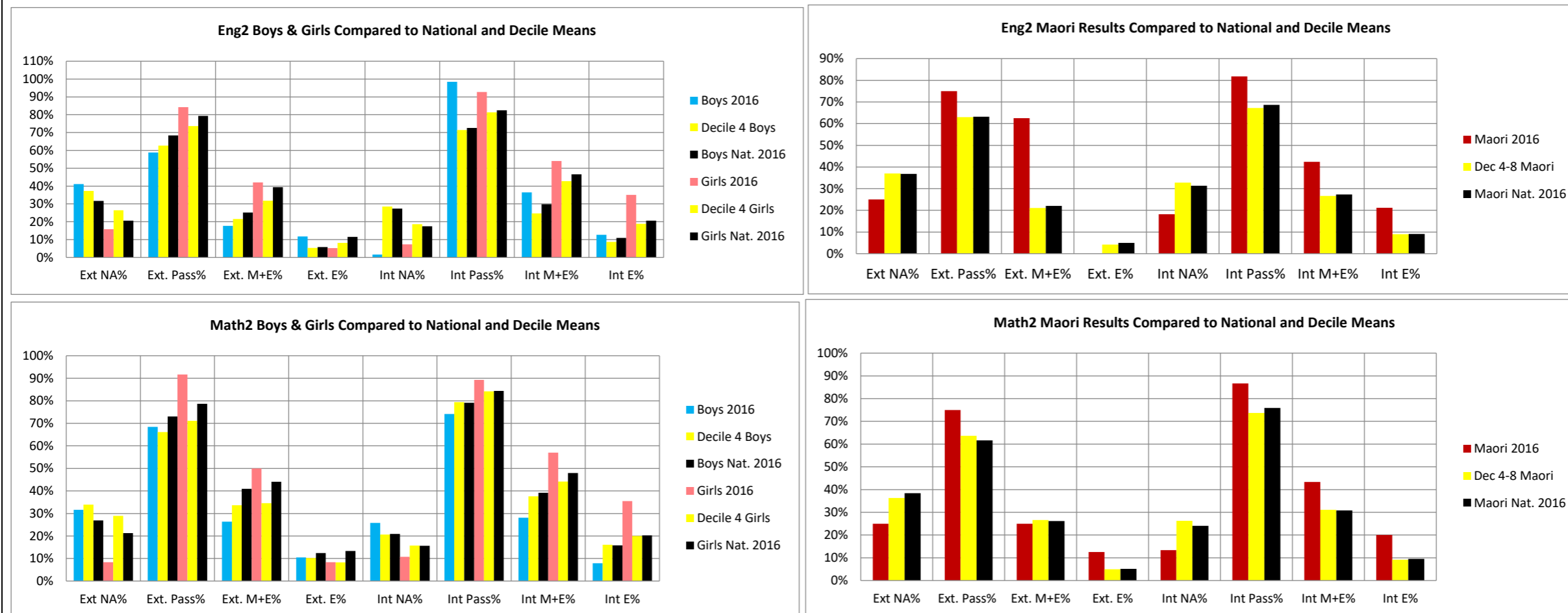
Our internals work is of a very high standard surpassing the national average. Our staff are to be commended for the engagement levels they have achieved with our students.

Review and data integration by the Learning leaders of these key areas suggests the need for significant work in how to further engage boys as a wider school issue and the need to work to improve attitudes toward external assessment. Boys voice and teacher observation is suggesting that students feel after gaining literacy or numeracy 10 credits each at NCEA 1 that any additional work is ‘unnecessary’. Changing this perception going forward is essential if we are to build a more growth focused mind-set and lift the boys’ results. This ‘perception’ is also limiting boys at level 2 from entry to higher courses and is having a compounding effect through the senior school. Maori boys are at particular risk. The high achievement in internals by boys and Maori show the level of teaching and work is of a high standard. There is a need to work on how we can translate this success across and put more emphasis on externals.

A school wide inquiry project into boys’ learning at the critical NCEA level 1 year is essential if we are to further understand and unpack how to shift these perceptions going forward. There is also a need to consider how girls respond to the demands of externals particularly in mathematics.

Working to embed engagement strategies particularly focused on boys is critical if we are to see a shift positively in marks. This includes a view of content delivery and how we portray our expectations around the importance of externals. These data trends also may suggest the need to reconsider the schools operational approach to NCEA level 1 of having eight subjects as this may be compounding the view that only 10 credits per subject are needed creating mixed messages. It may also be a time to consider proposals around the suitability of NCEA1 and whether we should be considering other options for our student body given this qualification is redundant after level 2 is completed

NCEA Level Two 2016 Comparison between English and Maths Achievement – Gender, Ethnicity Maori vs Decile and National Average



Commentary - Key points

- **Literacy and numeracy results** for boys and girls using English and Maths at NCEA Level 2 as the key indicators are above national average for boys, girls and Maori for **internally assessed work. We note particularly that in English, a boys only class was run the successful results of which are evident even beyond the girls success**
- **Externally assessed work in English** shows girls and Maori above national average but shows boys below national average
- **Externally assessed work in mathematics** shows girls well above national average but boys below national average.
- The proportion of boys who have failed external maths standards is above expected levels.
- There is a noticeable trend variation of boys receiving more excellences externals in both English and Maths

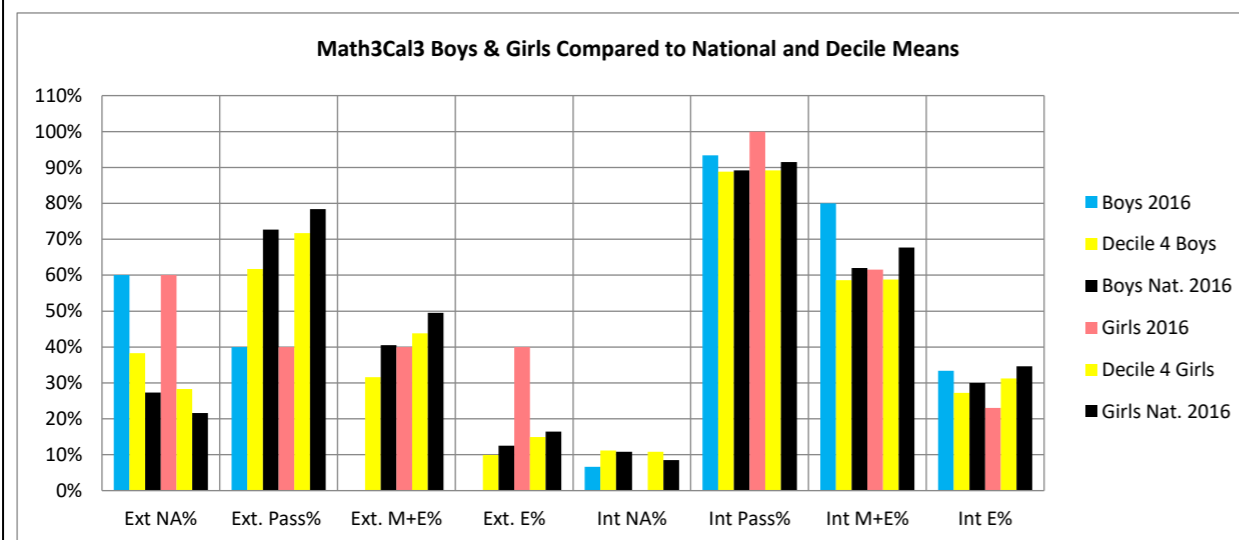
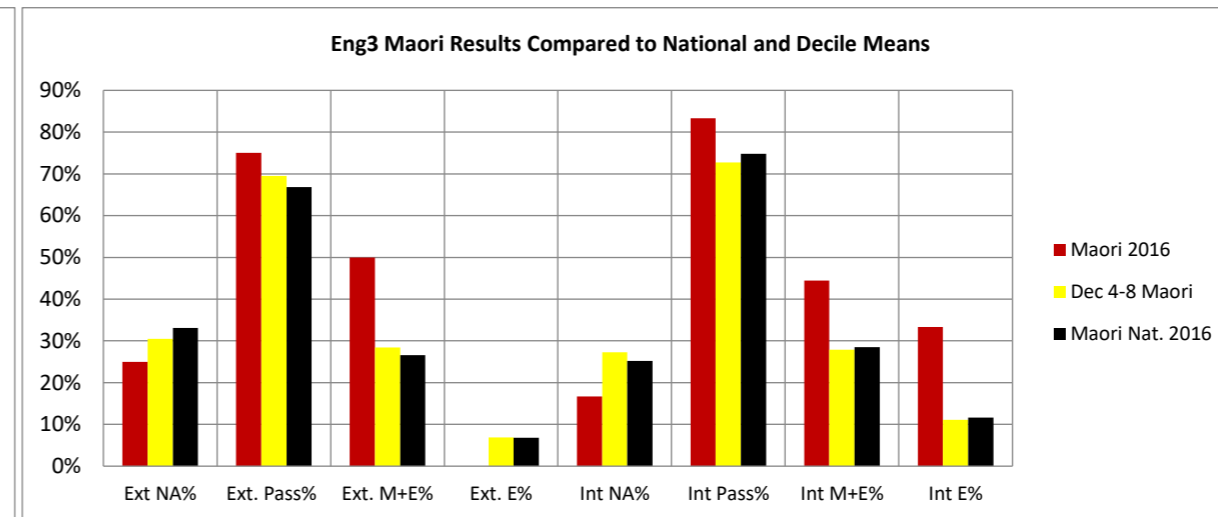
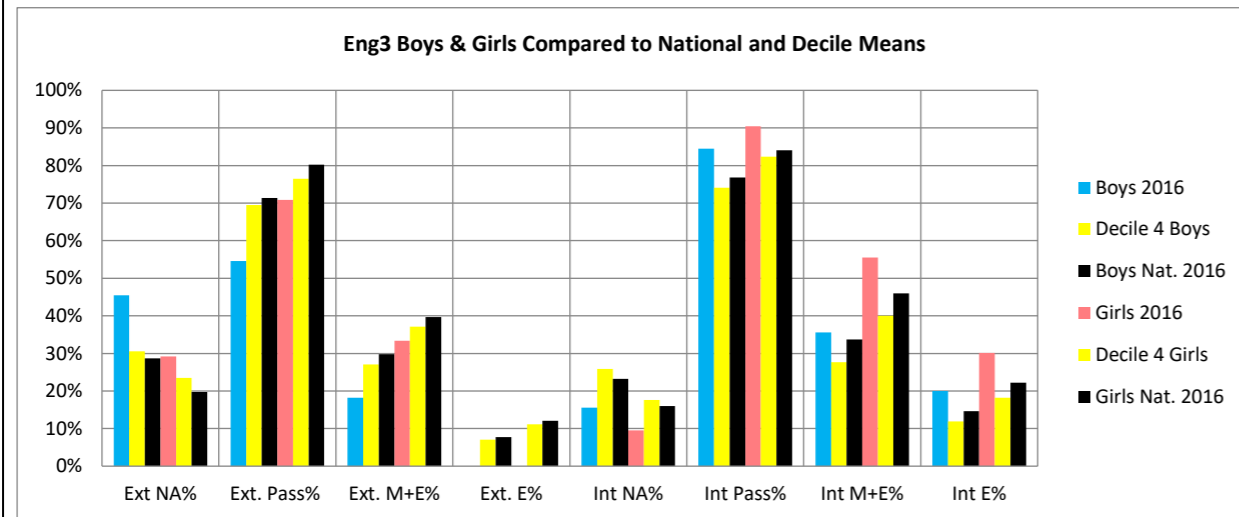
Next Steps

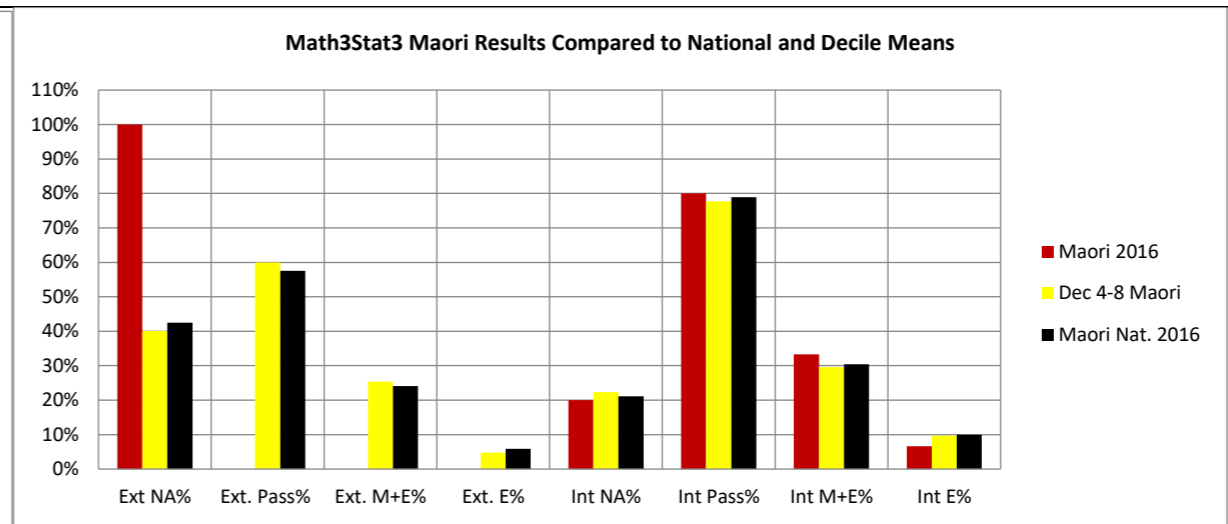
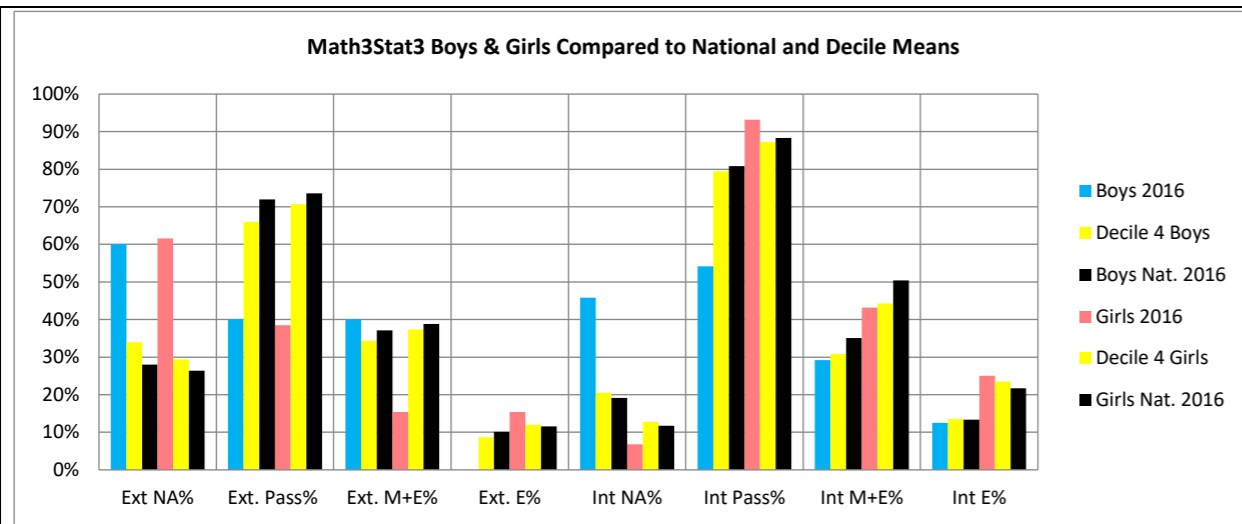
Work trialled by the English Learning area with a boy only class has provided significant food for thought particularly when internal achievement is considered. Looking further into how this successfully supported boys learning is critical to support school wide understanding on how we can work to motivate and engage boys.

Maori achievement is also at positive levels above NCEA 1

A key issue for Level 2 is integrating the learning from trades and gateway with traditional subjects to better engage boys to strive for endorsement and ensure they have flexibility going forward into NCEA level 3. Creating more flexible learning at this senior level is essential to ensure we can maximise learning and achievement.

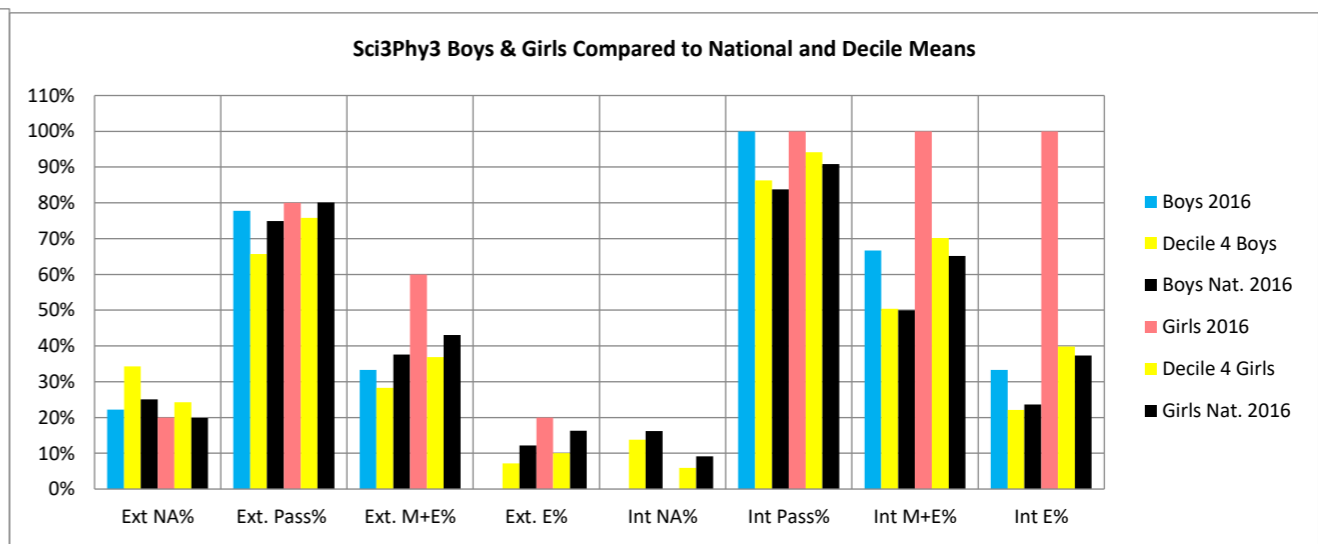
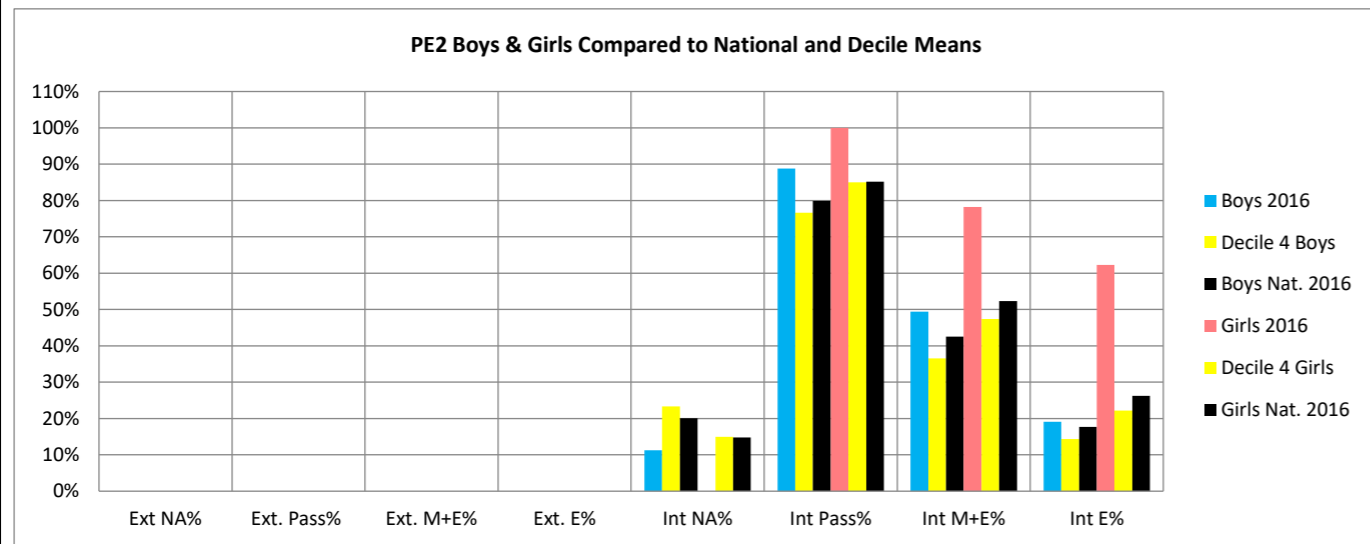
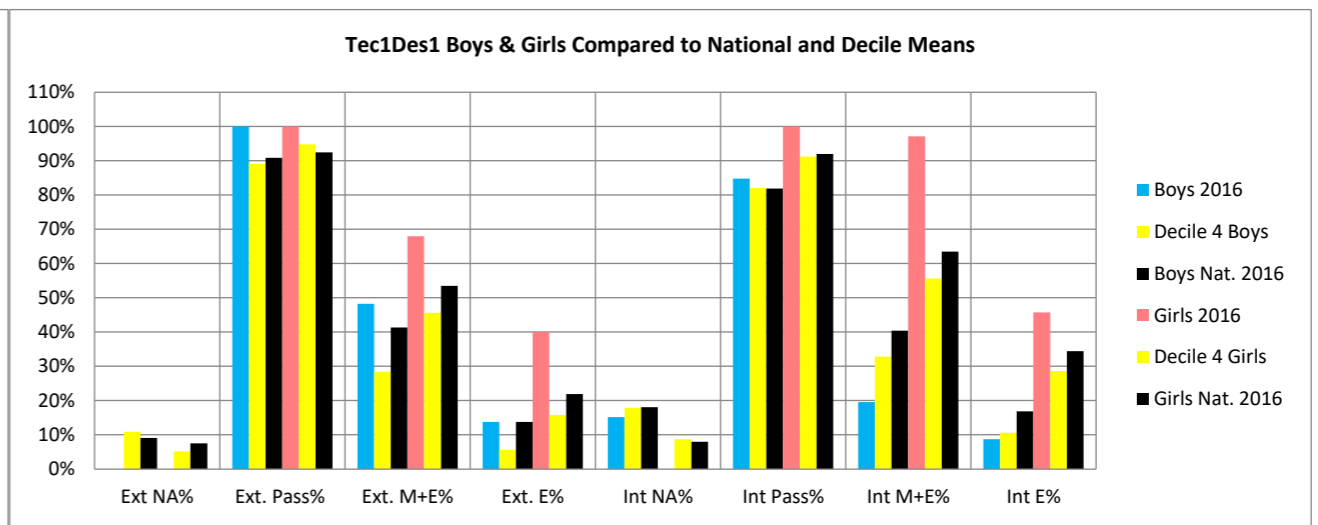
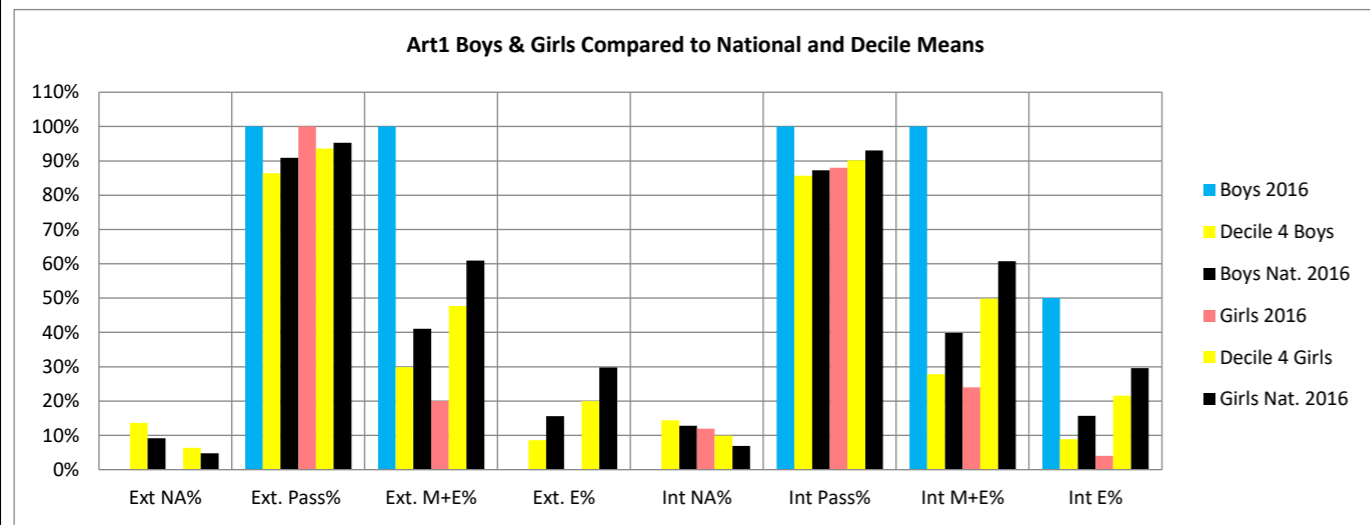
Level 3 English and Maths Comparisons





Level 3 shows similar trends to level 1 and 2 although boys have achieved high levels of merit and excellence. Greater levels of non achievement nationally for boys requires further investigation and may link to the level 2 findings where work is predominantly at the achieved level suggesting that for boys the jump to level 3 is creating some engagement issues. Again looking at how programmes support external is also important.

Areas of Positive achievement where outcomes surpassed national average and where boys achievement was high



Looking at the above subjects across level 1, 2 and 3 we see positive trends for boys and very high levels of girls achievement. We also see consistently high levels of both girls and boys achieving merit and excellence endorsement. Further sharing of these success stories with our wider learning teams helps us all to understand how we can improve learning outcomes for all our students. This is successfully underway as the 2016 learning reports are being currently shared by heads of learning.

Applying similar principles of 'assessment as a fall out factor' of practical experience is also necessary to further investigate. Work done within Drama as lead the way for multi assessment platforms from actual productions.

Key areas of Concern and Review in 2017

The Technology / Trades programme divide. The growing success of Trades offered externally has had some unexpected consequences. We can see from the Learning Area data analysis that there is a fundamental fault growing in the use of Trades and Gateway as a separate and independent programme from Technology and we need to work through 2017 to try and integrate these three options in a way to harmonise the learning opportunity for students rather than cancel each other out. Related to the boys motivational issue, we are seeing data and student voice that supports that boys see they have gained the unit standard credits necessary through trades so feel they don't have to complete the more rigorous school technology assessments. Work is urgently required between our trades partners and our teaching team in these learning areas to better unify the programmes. Again this raises questions on how we can integrate literacy and numeracy support for students by level 2 who are focusing on predominantly practical programmes. Providing more hands on assessment that doesn't always involve written submission is also urgently required – teachers will need to investigate assessment beyond traditional written methods if we are to progress our practical student achievement. Other options to explore are to include and build on teacher aide support in these classes for written assessment. We saw this utilised in Wood in 2016.

Final Conclusions: in a year of significant change, particularly focused in reduction of the number of credits each course was offering and more tailored individualised courses there have been some significant gains. Work needs to be undertaken on how we can effectively restructure year 11 to better meet the learning needs of all students and how we can lift the focus on the importance of external assessment.

Junior Assessment

AsTTle Maths

	Year 8 2014 - Year 10 2016					
	Year8		Year 9		Year10	
	2014	%	2015	%	2016	%
Level 2	6	8.3	9	12.2	2	2.7
Level 3	17	23.6	11	14.9	17	23.0
Level 4	40	55.6	24	32.4	17	23.0
Level 5	9	12.5	28	37.8	27	36.5
Level 6		0.0	2	2.7	5	6.8
	72		74		68	

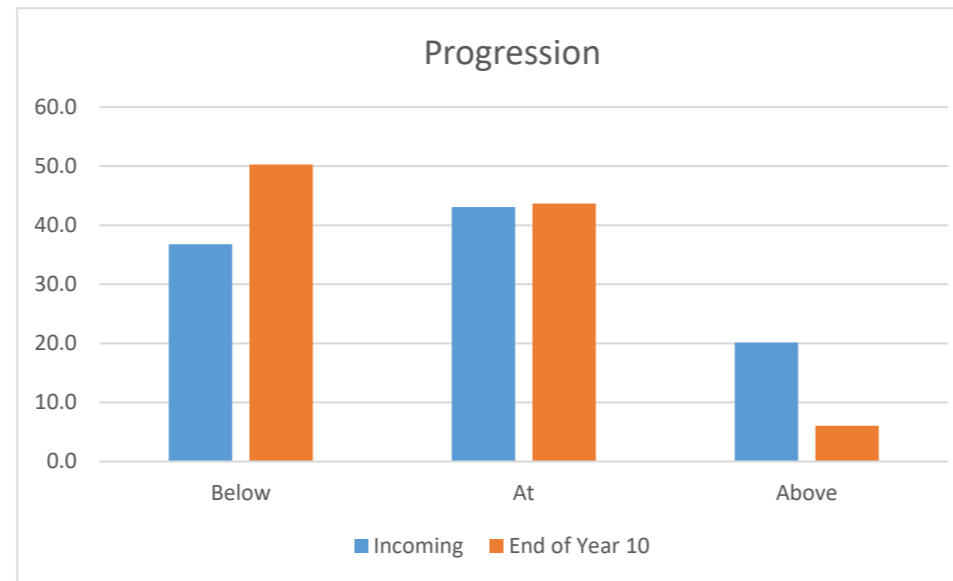
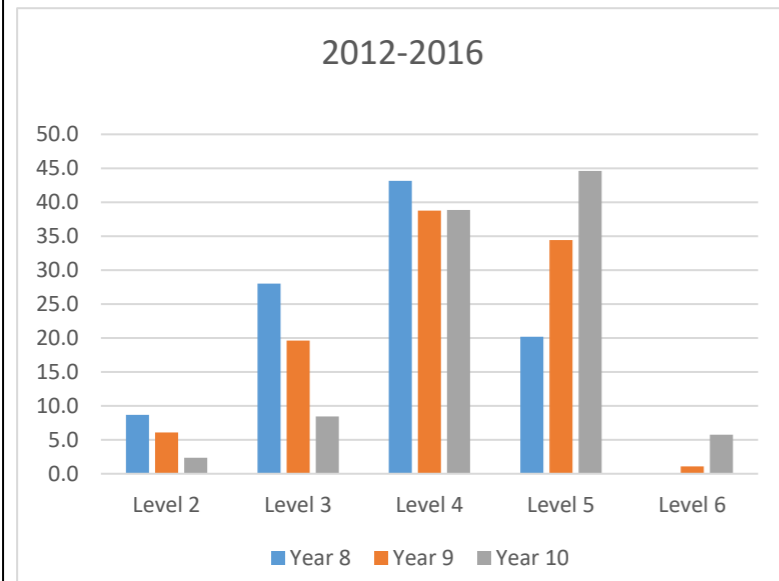
	Year 8 2015 - Year 10 2017					
	Year8		Year 9		Year10	
	2015	%	2016	%	2017	%
Level 2	7	8.0	6	8.0		0.0
Level 3	23	26.4	20	26.7		0.0
Level 4	33	37.9	29	38.7		0.0
Level 5	18	20.7	32	42.7		0.0
Level 6		0.0	1	1.3		0.0
	81		88		0	

Academic Analysis Summary: Junior School Numeracy

- Goal for Year 10: To identify students who are achieving within Level 4B and below, and to develop cross curricular strategies that will raise achievement of these identified students by at least one curriculum level**

Levels testing data tends to be better than end of unit testing. This is backed up by end of year exam data where students are performing better on asTTle testing than on problems solving questions. Our able students are doing well and we had some success with our targeted yr 10's. We are finding it more and more difficult to move the borderline students up. Historical trend is more are operating below the expected level by the end of year 10 than what was the case when they arrived in year 9. Teachers in the mathematics learning area worked hard in 2016 to use a range of teaching practices to engage with learners and develop quality teacher student relationships. 100 minute classes forced the team to enquire into our teaching practice in 2016. Key next steps are to continue with learning area enquiry into effective teaching practice for 100minute classes in 2017.

The Mathematics Learning area has targeted students achieving below L4B of the curriculum at the start of 2016. Of the 15 students we had start and end of year asttle data on, 7 increased by 1 full curriculum level, 6 improved by 1 or 2 sublevels, and 2 showed no improvement or went backwards.



Asttle English & Junior English

Curric Level %	3	4	5+
Year 10	14%	26%	60%
Year 9	21%	57%	22%

Junior School Literacy

The majority of Year 9s are well prepared for entry into level 5. There is still a low level cohort who need literacy support. Y10 results will affect placement of classes in NCEA. A low level literacy cohort class of about 18 will be required with teacher aide assistance if possible. Individual programmes put in place have shown positive results.

Appendix for Numeracy Junior School

Attendance for Learning – Section 4

- To encourage meaningful, consistent and involved attendance as a function of proactive learning and success.
- To strengthen a culture of co-curricula involvement as a function of meeting the graduate profile for all learners and a critical part of holistic quality education.
- To engage with community to encourage the importance of student attendance for learning success

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS	TARGETS
<p>Attendance for Learning</p> <p>To enhance a culture of motivated engagement through regular and purposeful attendance in learning activities</p>	<p>To identify 2014 students with an attendance rate less than 80%, and plan and implement programs that will raise their attendance rate to at least 90%.</p> <p>To review the attendance at school wide events and raise levels of participation as a wider curriculum function of student engagement</p>	<p>To link attendance as a critical success factor at the class level to teaching and learning</p> <p>To review attendance at school wide events and seek student voice on participation levels</p>	<p>To have a concise and school wide system that tracks attendance and pattern analysis is used to target and support those who are below the level of 90%</p> <p>To review role of form and house systems in engagement and attendance at school events</p>	<p>To continue to explicitly lead and manage attendance for staff accountability as a professional function of their job.</p> <p>To work with deans to develop targeted programme for under 90% students</p> <p>To work with the Head of sports, sort council and leadership to look at how to lift attendance rates at school events</p>	<p>To ensure the school maintains a strong school wide focus on attendance</p> <p>To work with community and seek feedback on participation and shift culture that allows students to not participate</p>	<p>Term by term formal attendance reports showing progress and tracking</p> <p>Collected student voice, staff voice, community voice and collaboration and strategy reviews</p>	<p>To ensure community ownership of the importance of attendance</p> <p>Create culture shift where involvement is a clear expectation for all students and parents</p>	<p>To notice to improve on a 90% attendance school record through targeted interventions</p> <p>Improve participation in school events</p>

- To encourage meaningful, consistent and involved attendance as a function of proactive learning and success.

During 2016 we developed new ways of accommodating the attendance processes around the 100 minute and interest day system. This created some challenges as to how and when teachers marked rolls and how we would inform parents of absences. In review of our 2016 attendance data, although very similar to 2015 and with an improved pattern of continued attendance showed trend patterns that need to be addressed in 2017 to support holding attendance above 90% for all students, not just the majority of students. This study and review has resulted in a change for 2017 as to how and when attendance will be marked and how attendance will be tracked and flagged by form teachers. It has been critical in 2016 to re-establish the importance of consistent attendance for learning success especially given the change to longer learning periods. This review has also generated work on out of school activities and the need to work collectively at HOD level to plan when students are out of each other's classes. We are reviewing ways to more effectively record in-school absences and have reviewed relief roll marking. A key focus in 2017 is to make explicit to staff, students and families, the expectation to hold attendance patterns through the year and to maintain a no excuses approach for full school events.

We have also worked to establish programmes of support using a local youth agency for students with mental health issues who through their conditions alienated from school to support resocialisation and return to school. We have worked with parents of at risk students around developing better attendance patterns through a restorative approach and personalised programmes. This now includes an offsite programme catering for 9 students who would

have left school without the intensive support. This has been highly successful in keeping student I school who would once have been lost to education. It is however a financially challenging exercise as much of the support that should be provided to these students with special needs has not been activated in past years.

(SEE Appendix Graphs)

- To strengthen a culture of co-curricula involvement as a function of meeting the graduate profile for all learners and a critical part of holistic quality education.

See interest day programme comments

- To engage with community to encourage the importance of student attendance for learning success

Targets

To work to improve on a 90% attendance school record through targeted interventions

See graphs of year level attendance for 2016

Key issues for 2017

- Keeping a stable attendance pattern over 90% for all students
- Finding effective ways to monitor attendance for students on individualised programmes
- Informing parents of absences in live time
- Tracking school wide patterns effectively as a function of ongoing reporting to BOT

Improve participation in school events

The school has a very strong culture of full school events but there had been a trend developing of lowered attendance at these events in the last few years. In completing the graduate profile we reinforced what was seen as the essence of school culture and the need to be more explicit about the expectations around involvement as part of being in the school. It also gave rise to how the house structure could be reinvigorated to be more inclusive of all students. The 2016 school leaders began this journey and in 2017 this will again be advanced.

The shift to horizontal forms was seen as a way of addressing more competition in level and greater expectation of senior student role models working with junior forms. It also supported greater parental communication and involvement with a dean and a team of four form teachers. This has proved positive but needs a greater level of coordination between particularly the senior levels. The new Academic managers role is designed to create this necessary link.

Career Pathways Section 5 (a)

Our target is to develop, implement and evaluate a comprehensive careers plan for Yrs 9-13 with a special focus on priority learners.

<p>Careers & Pathways for Learning</p> <p>To build a comprehensive career education programme focusing on future</p>	<p>In 2015 the BOT and SLT will explicitly work to build Careers Education for lifelong learning.</p>	<p>Our goal is to work towards the development a comprehensive class based career programme to support</p>	<p>Our goal is to implement a system of levels focused intensive career education targeting readiness opportunities across</p>	<p>Our goal is to extend the skills of curriculum teachers to include curriculum linked career pathway information as an</p>	<p>Our goal is to deliver multiple strategies to ensure student engagement in goal setting and career planning alongside the engagement of</p>	<p>Our goal is to develop a variety of authentic and meaningful opportunities with students, parents and community for feedback and feed</p>	<p>Our goal is to have our community feel valued and welcomed within the career education learning process for all students.</p>	<p>Our target is to develop, implement and evaluate a comprehensive careers plan for Yrs 9-13 with</p>
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pathways for all students through each year they are at Te Aroha College	The BOT and SLT will support the careers team to begin the process of reforming the careers strategy towards proactive and culturally responsive individualised future career development.	individual targeted career planning	the year levels to ensure effective coverage and inclusion.	integral part of programmes.	teachers and whanau that focuses on current opportunities and understanding.	forward around career planning.		<i>a special focus on priority learners.</i>
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Our target is to develop, implement and evaluate a comprehensive careers plan for Yrs 9-13 with a special focus on priority learners.

In 2016 the year 9 and 10 students received an intro to career planning in the economics option line. Next steps for this is to get this information on line and centralised to form the basis of a career portfolio that will travel through with the students – using the newly adapted form system will also support ownership of an ongoing student profile that can be shared with parents. This will be upgraded in 2017 to also track interests

In year 10 we ran a pinch hit programme for an hour per week for two terms to look and career planning beginning from personal profiling CV development and real world application to part time jobs and subject selection linking the learning to their future planning. Next steps are to redevelop this in the new time table structure for 2017 and share this among Learning areas

Year 11 & 12 – this was individually focused via the deans system. There is a critical need to ensure consistency and spread of information going forward and collecting intimation into a central digital system. There is also the need for the careers team to individually interview all senior students. Trades, pathways and gateway are all student centred programmes that have made a significant difference particularly for boys and girls who did not fit the traditional academic model. This will be furthered in 2017. The support of the academic mentor’s role for senior school with deans will also aid to develop greater cohesion and support for students as our students programmes continue to diversify.

Individualised work at year 13 saw significant improvement in the active level of student planning for their futures. In 2017 there is a need to develop year on year portfolios of career planning that are owned by the student, live in the form system and accessible by families. The mana potential programme will be trialled in 2017 as a live google doc allowing for revisiting and sharing.

Community Partnerships for Learning -Section 5

- To actively engage community to support existing curriculum and develop new curriculum directions to further support student leadership development and success.
- To build learning partnerships with families and whanau to enhance student learning success.
- To develop systematic and clear forms of three-way communication between school, home and students.
- To actively inform and engage our community in where the school is at, where the school is going and how we can collectively and collaboratively celebrate our successes as an active part of our community.
- To actively scope and work toward a working collaborative partnership with all feeder schools in an effort to set up a fully operational IES structure for Te Aroha schools

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS	TARGETS
Community Partnerships for Learning To develop authentic community relationships that	Community Partnership for Learning In 2015 the BOT and SLT will explicitly work to build community engagement to support improved	To encourage staff to incorporate local content, contexts and contacts within their teaching and learning programmes to develop authentic links with our community	To improve communication and interaction lines including the use of IT with parents and wider community at all levels of the organisation.	To investigate the use of a variety of targeted community engagement opportunities to support student learning.	To develop multiple strategies for increasing engagement levels and the key relationships needed to develop these wider community links.		To have our community feel valued and welcomed within the learning process for all students.	<i>Our aim is to have met with and developed sustainable systems of communication with key stake holder groups with particular emphasis around our new year 9 intake</i>

enhance student learning success	achievement for our students. The SLT and BOT will actively engage with Local iwi to further educational partnerships	The encourage staff to actively create teaching and conversational links to local community	To upgrade and review the school database to capture linkage and ensure digital contact	To work with staff to develop an enhanced understanding of local cultural understanding on the who, the where and the why. To actively engage with iwi leadership to further an educational partnerships	To capitalise on local events and actively engage both staff and students in these events.	To develop a variety of authentic and meaningful opportunities with students, parents and community for feedback and feed forward. To further review our data through multiple lenses to seek opportunity for proactive community engagement.	To have a seamless view of community and school and a shared set of aspirations for our students' futures To have streamlined and systematic ways of gathering feedback and feed forward at all levels of the organisation that is accessible for all stakeholders	To work to build new partnerships with our community to enhance learning opportunities for our students
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• To actively engage community to support existing curriculum and develop new curriculum directions to further support student leadership development and success.

The Extension of the Gateway programme catering for 50 places and through the inclusion of trades (32 places) has seen significant growth in the need for employers to provide meaningful work experience in a wider range of activities. This has created a way of developing strongly tailored and personalised learning programmes that saw students continue to excel in their interest areas in 2016. For some it resulted in entry directly to apprenticeships and work. For others it provided new pathways of university study. Most critically it provided the opportunity for local business to reengage with the College in support of a new and modernised approach to learning. Particularly for our year 12 boys this made a significant difference to retention and achievement. It provided a flexible learning environment beyond the classroom and gave these students renewed purpose for work carried out in the traditional classroom environment.

• To build learning partnerships with families and whanau to enhance student learning success

The pathway programme using Gateway and Trades has provided a strong link to engaging families into the learning process. The refocusing of the Deans into leaders of learning has also brought families positively to the table in support of creating learning programmes that keep students focused on their goals. This coupled with a change in focus to a restorative culture has also seen more opportunities for students to step away from old stereotypical views and be allowed to change for the better. The key issue for this was on focusing on teacher adapting programmes to the student needs rather than students having to adapt to the teachers programme. This has improved engagement and relevance for students who historically had been dropped or who fell out of the school system.

• To develop systematic and clear forms of three-way communication between school, home and students.

This area continues to be a primary focus for 2017 where we can develop active and positive communication with families about student progress and engagement. The primary shift is the use of form teachers and deans to build a contact pattern that encouraged parental involvement and the use of digital communication to share relevant information on a more regular basis.

• To actively inform and engage our community in where the school is at, where the school is going and how we can collectively and collaboratively celebrate our successes as an active part of our community.

Although a greater level of information was shared with our community this area still need s work to ensure change managed with parents and we will continue to explore which ways are most effective to support keeping parents in the loop.

• To actively scope and work toward a working collaborative partnership with all feeder schools in an effort to set up a fully operational IES structure for Te Aroha schools

Significant work has been continued to reconnect us into the primary school network and to begin to work as a community of schools. We have taken the stance that we needed to learn from our feeder schools what we had to do to shift our practice and modernise the way in which we were approaching teaching and learning. This approach has demonstrated our willingness to listen, put learning first and appreciate that our feeder schools has much to teach us

about what knowledge's and experiences students were bringing to the secondary school level. It has resulted in the continued review and redevelopment of Technology to include advanced robotics and a new interactive science module. It has also resulting in the development of a working project focused on writing improvement between the feeder school and the college.

Our aim is to have met with and developed sustainable systems of communication with key stake holder groups with particular emphasis around our new year 9 intake

We have actively visited all our feeder school in the lead up to enrolment for 2017 building on what we learned in 2016 – this has involved all senior student leaders and senior school leaders. This has lead up to a full Powhiri and welcome with a supported entry using all year 13's as mentors and supports of our new intake. As a start point to 2017 all parents have met all teachers and parents have met each other in their children's classes. The redevelopment of the form system has supported the dean to make this feasible with a workable team of four form teachers. This has built on our work in 2016.

To work to build new partnerships with our community to enhance learning opportunities for our students

Through the process of review and redevelopment of our approach to learning delivery we have engaged a number of new community players to support us and shift us back into our desired position as a community school. This has seen improved communication and a growing number of offers of support and inclusion. Pathways and cultural development have been two key areas where community support has aided huge shifts from our traditional practice. There is still considerable work to do in this area in 2017 to ensure the community has a strong undertraining of the developments we are making.

Cultural Diversity & Connectedness for Learning -Section 6

- To actively engage the local Maori community as a function of developing cultural renaissance and support and celebrate the growth of cultural understanding, awareness and learning success in regard of Treaty of Waitangi principles.
- To support and encourage the growth and development of Te Reo Maori as a part of the curriculum at all levels of the school
- To enhance understanding and acceptance of the range of cultures represented within Te Aroha College.
- To support and encourage the development and provision of international language within the school and explore the online learning of a wider range of international languages

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS	TARGETS
<p>Cultural Diversity & Connectedness for Learning.</p> <p><i>To develop a culture where all students are valued as individuals and can achieve in a culturally appropriate and culturally responsive environment.</i></p>	<p>To actively develop a strong and representative base of Maori culture, language and representation with in Te Aroha College supporting the growing roll of Maori students within the community and supporting the principles of Treaty o Waitangi</p>	<p>To review and further develop a class culture where things Maori are positively represented in curriculum content, iconography and daily operations.</p> <p>To reinstate and redevelop Marae visits for junior students, and for senior student leaders.</p>	<p>To ensure Maori students are actively supported though data disaggregation and positive representation</p> <p>To actively promote Maori language and kapa haka supported with NCEA credit achievement opportunities</p> <p>To provide greater guidance and system support for The HOD</p>	<p>To promote cultural equity within the organisation through review of the whare situation, Maori language programmes and kapa haka</p> <p>To develop a community focus group of local Maori to drive cultural engagement</p> <ul style="list-style-type: none"> • Staff Professional leaning 	<p>To encourage the local cultural engagement and re access to the local Marae</p> <p>To work with the local community to collaboratively generate reform alongside the SLT and BOT in an authentic and collaborative manner</p>	<p>Local community feedback, student voice, staff voice</p> <p>Re survey results from original focus groups to establish positive movement</p>	<p>To ensure that Maori cultural recognition becomes a seamless part of the ongoing curriculum for all students</p>	<p>To ensure that voice form students and staff shows a growth in cultural development within the school by the end of 2015</p>

			Maori – through PL and mentoring	<ul style="list-style-type: none"> • Local Kapahaka performance events • Feeder school support and involvement 				
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- To actively engage the local Maori community as a function of developing cultural renaissance and support and celebrate the growth of cultural understanding, awareness and learning success in regard of Treaty of Waitangi principles.

We have continued to work throughout 2016 to re-establish a connection with the local Maori community local Marae. Historically the school and local Maori community had lost regular contact and the school was demonstrating a limited cultural platform. Young Maori were reporting in student voice that it was 'limited' value at the school to report as being Maori. The aim was to regenerate an understanding of cultural appreciation and raise the profile of things Maori as a critical part of being NZ citizens. Significant work was done through the year to create a Maori development group including community members and this was supported with the appointment of Arleen McLaren in the role of Cultural Advisor. (On a 20 K Videophone scholarship) Arleen worked to embed the basic culture of Powhiri & Welcome throughout the school. Through intensive work a plan was developed to invest our year 13 leaders into creating a 'culturally appropriate' welcome for our community of year 9 students and their parents led by year 13 this has now been repeated through one full cycle. This created an intensive shift in the student leaders we sought to select for 2016, who we engaged with to build cultural capacity from the outside and who had links to the local Marae. It created a change to our peer support plan and year 13 camp to focus on building cultural understanding and capacity focused on Manaakitanga. This has also focused us clearly on being welcomed on to the local Marae as part of this process to reconnect us to our community and experience in an authentic way the importance of 'welcome'. The outcomes of this as we started the 2016 and now 2017 year welcoming our whole year 9 and their families was well beyond our expectations and the shift this created in the year 13 students has been incredible. The 2017 group has exponentially lifted the expectation through their camp process. This also has all year 9 welcomed onto the local Marae as part of the Social Science programme and all Year 10 and 11 students learn a basic haka and Waiata as part of the extended form time.

- To support and encourage the growth and development of Te Reo Maori as a part of the curriculum at all levels of the school

The journey to enhance Maori language continues with working and mentoring the head of Maori to establish a greater profile and improve confidence. We have made the commitment to offer Maori classes regardless of numbers but this has struggled to embed. A staff change at the end of 2016 gives us another opportunity to invest in this critical area through 2017.

- To enhance understanding and acceptance of the range of cultures represented within Te Aroha College.

The school and particularly the social science learning area with the support of the cultural advisor to establish greater recognition of what each student is bringing to the school in respect to culture and individual difference and how this can become an expected part of what historically has been a Eurocentric culture. This has included building on a strong international student programme and linking this into the inclusiveness of our senior student leadership model. There is still considerable work to do to effectively use the prior knowledge our students bring to the table.

Wellbeing committee work (student lead) has also supported this.

To support and encourage the development and provision of international language within the school and explore the online learning of a wider range of international languages needs to be continued

To ensure that voice from students and staff shows a growth in cultural development within the school by the end of 2015

We have seen an exponential shift that culminated in the Powhiri at the beginning of 2016 and 2017. The challenge is to sustain this and embed it within the cultural fabric of the school and community. There is still much work to do to build an authentic cultural understanding moving forward in 2017 but we are well on the way to seeding the expectation within students and staff.

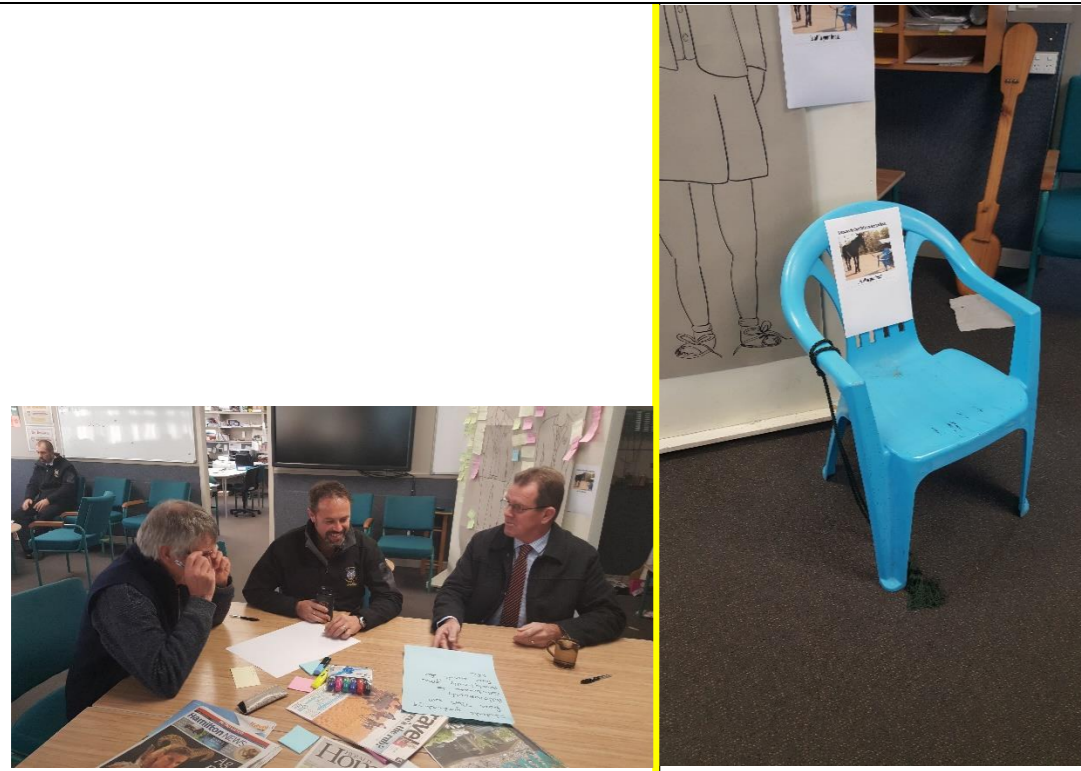
The staff weekly programme of Waiata was well led by Alex Daroux and has seen staff gain a greater sense of participation and appreciation.

Wellbeing for Learning – Section7

- To develop and embed a culture that is built on relational focus on learning, supports learners to achieve from a position of what they bring to the learning experience and recognises individual worth.
- To develop and embed a restorative practice culture focused on building individual and collective capacity to resolve relational issues and build strong and focused learning relationships
- To develop a power sharing model that facilitates wellbeing and is inclusive of all stakeholders.

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS	TARGETS
<p>Wellbeing for Learning</p> <p>To develop an organisational culture that allows all students, teachers and parents/whanau to operate in a highly inclusive, restorative and learning focused community that embraces wellbeing as a key and fundamental priority of the learning process</p>	<p>To develop a student driven wellbeing committee to work at the student level of cultural reform toward inclusiveness.</p> <p>To develop a comprehensive response system for students with social and emotional issues that focuses on a return to learning</p> <p>To develop a proactive deaning model based on relational development and strong pedagogical focus linking the teaching and learning process</p> <p>To redevelop the SCT Role to support pedagogical relationships focused on learning</p>	<p>To train further staff to support the programme and train year 12 leaders in an advanced leadership system to further the programme by 2016</p> <p>To redevelop the pastoral system for the of behaviour incidents to support a return to quality learning and work to establish a culture of differentiated teaching focused on student learning needs</p> <p>Our goal is to make explicit the teaching and learning around the values and key competencies.</p>	<p>To develop budget systems for student leadership and build new leadership development model for year 12s</p> <ul style="list-style-type: none"> • Friends programme • Peer support • Up standers programme <p>To develop a highly collaborate pastoral lead team for deans, SLT and guidance to support relational learning outcomes</p> <p>Our goal is to support the HOD's to co construct with the classroom teachers how key competencies can be made explicit within their Department reporting structures</p>	<p>To develop staff leadership and student leadership that actively power share to work toward the aims of the strategic plan through building a strong relational pedagogical approach</p> <p>To create a leadership group focused on linking together the pastoral system to a high expectations learning model</p> <p>Our goal is to synthesise the co constructed information from HOD's on the key competencies into a school wide reporting structure.</p>	<p>To embed student focused leadership and student focused conflict resolution as a key feature of the school operation</p> <p>To engage and involve class and form teachers in strengthening the pastoral network through restorative work</p> <p>Our goal is to make explicit the front end of the curriculum within the teaching and learning programmes of the school.</p>	<p>Student voice, guidance statistics</p> <p>Staff voice.</p> <p>Wellbeing survey (annual)</p> <p>Development of a full pastoral plan integrated into the teaching and learning plan</p> <p>Our goal is to collect, analyse and share the reported key competency data</p>	<p>To embed a culture of relational trust and high expectations for all staff and students.</p> <p>Our goal is to increase individual and collective ownership of the key competencies and their importance within the graduate profile.</p>	<p>To reduce the level of intensive counselling intervention by 30% through the development of proactive early support and restoration</p> <p>To have a fully integrated pastoral and HOD structure working collaboratively for student success</p> <p>Our Target is to have the reporting of key competencies within</p>

	To focus on development of the front end of the curriculum doc as a critical part of relational teaching and learning							our school wide reporting structure
<p>Relationships for Learning</p> <p>In 2015 the SLT will promote Restorative Practice at all levels of the organisation</p>	<p>To become a fully restorative school focused on quality learning relationships</p> <p>Implement Restorative Practices in Te Aroha College</p>	To expand pedagogical knowledge to enable teachers to develop opportunities for restorative practice in the classroom.	<p>To implement restorative practice systems in all aspects of school life.</p> <p>To explicitly link RP with the PB4L building Programmes.</p>	<p>To develop the skills of staff to incorporate restorative practice as an integral part of educational reform.</p> <p>To develop a strategy targeting the reduction of reoffending</p>	To educate the wider community toward a change in philosophical practice around student, teacher and community behaviour.	<p>To show through data and voice improved attendance, engagement and success.</p> <p>To use a range of evidence including written and verbal feedback from participants involved in a restorative conference.</p>	To have teachers comfortable working restoratively within the classroom and wider school community.	<p><i>Our target is to show a decrease of 50% in stand down, suspension with a particular focus on reducing over representation of Maori students and Priority students in the statistics.</i></p> <p><i>Our target is to have 80% of all staff trained in Restorative Practices and all staff with a practical understanding of Restorative practices.</i></p>
<p>• To develop and embed a culture that is built on relational focus on learning, supports learners to achieve from a position of what they bring to the learning experience and recognises individual worth.</p> <p>During 2016 we worked to embed a Restorative Culture and saw essential breakthroughs in the process of change management as we worked to support staff to see there were other ways of operating that could increase focus on the positive learning relationships. This supported staff to continue to break some of the negative cycles of student behaviour and focus on more common goals of achieving success. The shifts were noted in the significant drop in removal from class to the top corridor and the increase in parent involvement as a positive way to support to change for students to focus back on learning. The high usage of teacher aides in classrooms also supported this move. The drop in stand downs was a significant outcome. This has helped in the process of our staff and students beginning to take responsibility for how they act relationally and be more self-reflective. It has also seen a 're focus' with the simple phraseology change to the "the problem is the problem the person is not the problem". Inducting new students in at mid-year and later in the year from other school cultures remains the biggest challenge in 2017.</p>								



We still have work to do in recognising in what areas we remain 'tied to the chair'

Graduate Profile development

- To embed a restorative practice culture focused on building individual and collective capacity to resolve relational issues and build strong and focused learning relationships

Underpinning the work of PB4L was critical to support the school to continue to move into a more positive relational culture. Working to build on the restorative practice work done in 2015 was an essential step in staff embedding the philosophy behind the systems and aided staff to focus on being more positive with students, raising expectations and showing higher levels of care (especially for 'in risk' students). It also helped staff to develop trust in the changes being made that if 'we' shifted language the work on negative behaviour management would decrease. The longer time in class also supported this. This also saw embedding of the collaboration with the staff, students and the PB4L group to redevelop our 'mantra' on expectation to be relationally focused.

- **Build Positive, Respectful Relationships**
- **Build Excellence through Motivation**
- **Build Resilience**

This has supported the continued shift into proactive and positive language supporting THE HIGH EXPECTATIONS/ HIGH CARE MODEL we were developing and allowed us to use this to support discussions with students and families and refocus on learning. It also linked closely to the co-constructed graduate profile. It allowed us to ask the critical questions of staff as to why we did what we did and if this was working.

The key challenge in 2016 was to embed a shift from traditional thinking by changing the focus to learning and changing the language to be all about the learning in the context of 'done with'.

Challenges remain in developing what Respectful Relationships , Excellence through Motivation and Resilience practically looks like, In 2017 this will be scaffolded with Growth mind-set work to support clearer reporting to students and parents.

DONE TO	DONE WITH
NOT DONE	DONE FOR

- To develop a power sharing model that facilitates wellbeing and is inclusive of all stakeholders.

Through 2016 we have worked to begin implementing a future direction for the school from the inside out. This has challenged staff to rethink how we work, it has challenged students who have been programmed for many years to work in a very fixed mind set culture. This has raised many challenges but the data based results at the conclusion of the year clearly support the strategic direction set out and approved by ERO through term 1 2016. For some students and parents there were areas of concern. For some staff the redevelopment of programmes to operate in the 100-minute format was also challenging. This was not a case of simply adding 2 lessons together but required significant preplanning to add a wider range of learning elements to the programme. The addition of chrome books to year 9 also provided a new learning tool that for the staff had to be mastered and managed.

Looking back to move forward there was a greater need for parent meetings each term to support concerns that were not necessarily being expressed at school.

In 2017 this has been supported

- By an in-depth review and reset around our communication strategies with a significant upgrade in information sharing and use of text stream as a weekly update tool. This has been applied internally and externally with parents.
- Been supported with a day structure change to address concerns around attendance recording and a full upgrade to the attendance system
- Been supported with a re-planning of the potential options available for interest day to support

To reduce the level intensive counselling intervention by 30% through the development of proactive early support and restoration

The introduction of a ‘no drama we are learning’ approach shifted a culture of class removal for many students allowing our guidance team the time to work with those students who were reporting significant and serious issues. We note however that we still have a student population with a disproportionate number of high end Mental Health issues that have been undiagnosed at the primary level. We have worked through 2016 to build intensified agency support to cater for the high needs students with the development of the YES programme. We have worked through the restorative process to build resilience and personal accountability. We have worked with staff to change the language toward learning and away from behaviour. We have removed the ‘removal from class’ as a default management strategy and focused on building and repairing relationships. Increased parental involvement as learning partners has supported this. Next steps include embedding a restorative relational culture particularly at the class level in junior school, raising expectations for all students and continuing to focus our language on the importance of learning as our primary focus. We are also needing to train new staff in restorative practice and with a new lead reintroduce PB4L.

To have a fully integrated pastoral and HOD structure working collaboratively for student success

We have worked through 2016 to continue to link and reframe the deans and pastoral network to work alongside the HODs network with a structural and language change to ‘two halves of the engine room’. This has seen a significant shift in collaborative work that has supported individualised student programming. Deans have continued to build on given the wider brief to be forward focused rather than the ambulance at the bottom of the cliff and with the structural shift to horizontal forms has seen deans able to lead teams of form teachers to better build strong relationships between student, home and school. We have made considerable effort to pair deans with forms teacher who compliment their skills and strengths

Our Target is to have the reporting of key competencies within our school wide reporting structure

As review work in term one 2016 demonstrated this sits in a wider context of reviewing how and what we communicate to parents on how we know and can show students are making positive progress. We have worked hard through 2016 to develop a culture of academic feed forward. Work will continue in tying the graduate profile in with the key competencies and our values.

Our Target is to show a decrease of 50% in stand down, suspension with a particular focus on reducing over representation of Maori students and low ability students in the statistics.

2016	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Male	0	1	0	0	0	1
Female	3	1	0	0	0	4
NZM	1	2	0	0	0	3
NZE	2	0	0	0	0	2

Others	0	0	0	0	0	0
2014	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Male	4	4	0	2	1	11
Female	0	0	0	2	0	2
NZM	1	2	0	1	0	4
NZE	3	2	0	3	1	9
Others	0	0	0	0	0	0

2015	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Male	0	1	7	2	0	10
Female	3	2	2	1	0	8
NZM	0	1	0	1	0	2
NZE	3	2	6	2	0	13
Others	0	0	3	0	0	3

A very low number of stand downs were reported in 2016 compared the previous year and these were only in the last two months of operation. There were only three incidents of fighting in the whole year all of which 2 involved out of school (Facebook) motives and 1 that resulted in an altercation from a sporting event. All were initiated by students who had recently joined the school. This was part of the wider approach with “No dramas we’re learning” and a very strong use of restorative meetings with full family involvement of all participants. We note that the data shows no recidivism as each incident was management after student return with restoration. We also note that the aggressive behaviour incidents were very rare. We also note that no suspensions were made and no students sent to Alternative Education in the 2016 year. Nine students were however shifted to a supportive off site unit tailor made individualised programme addressing their significant psychosocial issues. The positive change in these students was significant.

There was a marked drop in incidents of any kind and this could be linked to the longer learning time and less breaks and disruptions. Senior students also took on a trouble shooting role throughout the year minimising potential issues between junior students. Over all staff reported a calmer culture across the school. There is however the need to consider a comprehensive induction programme for students joining us through the year as this was the where issues generated from as these students struggled to settle into the school culture of bought with them highly disruptive behaviours that our students struggled to manage effectively.

Our target is to have 80% of all staff trained in Restorative Practices and all staff with a practical understanding of Restorative practices.

Most noticeable however is the lack of students sent to the top corridor and if sent the difference in the way we now approach these events. It was reported by staff that the 100-minute learning times provided the opportunity for issues to be resolved restoratively in class and not build up to bigger incidents. In 2017 this needs to be refined around teacher expectations to ensure all students are being challenged to be the best they can be. In 2017 we have 5 new staff to bring on board with restorative practice in term one and the redevelopment of the PB4L programme with Danielle Gemmell taking over this critical role.

Regular Self Review Cycles to Support continuous Improvement-Section 8

- To build an in-depth formative review structure of pedagogical practice to support teacher self-review and improvement focusing on effective 21st century teaching practice.
- To build a robust and focused collection process of data gathering, student, staff and community voice collection to advice practice at all levels of the organisation.
- To build an in-depth formative review structure of governance practice to support pedagogical improvement focusing on effective 21st century teaching and learning practice and student success in an inclusive learning culture .

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS	TARGETS
Regular Self Review Cycles to Support Continuous Improvement	To develop a term by term formalised reporting system to the BOT on achievement, attendance, community participation, school	To use inquiry cycles to improve teaching and learning in the classroom though observation cycles of feedback/ feedforward	To set up clear concise and explicit reporting systems that gather and analysis data to reflect of next steps development for all	To professional develop SLT in report writing , inquiry and research to support forward momentum	To grow the inquiry model through the full teaching team to support improved practice	Inquiry reports on a term by term basis for the BOT	Ongoing cycle of reporting in place for BOT	Extended Leadership Team to generate regular term by term progress on key goals

	development AND KEY OPEARTIONAL GORALS AND TARGETS	on 21 st century pedagogy	key areas of the operation	within the strategic plan		Student/ staff and community voice		
	<p>To review</p> <ul style="list-style-type: none"> • Policy • Property Planning • HR & Contract Base • Teaching and Learning approaches • Finance • Strat and ops planning • Reporting to BOT • ICT 							<ul style="list-style-type: none"> • To build an in-depth formative review structure of pedagogical practice to support teacher self-review and improvement focusing on effective 21st century teaching practice. • To build a robust and focused collection process of data gathering, student, staff and community voice collection to advice practice at all levels of the organisation. • To build an in-depth formative review structure of governance practice to support pedagogical improvement focusing on effective 21st century teaching and learning practice and student success in an inclusive learning culture. <p>As above for Operational</p> <p>There is a need going forward in 2017 to develop a systematic process of self-review at the strategic level linked to the operational review structures and seek and investigate ways of community consultation that reaches the full range of our contributing parents and caregivers and community groups to support progress and gain meaningful feedback and feedforward. As the operational structure refines and is reporting effectively on a term by term basis this need to link purposely with self-review cycles at the governance level to ensure we are meeting the strategic needs set down in our planning.</p> <p>(Section still in progress)</p>

Innovation and Opportunities For Learning Section 9

- The BOT and SLT will explicitly work to develop a comprehensive property plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE. The BOT will **begin the Draft for** Phase one of the new 10-year plan
- The BOT and SLT will explicitly work to develop comprehensive ICT plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE.
- The BOT and SLT will explicitly work to review the schools current position and build a transparent financial plan, strategic and operational approach to support improved student achievement and community engagement
- The BOT and SLT will explicitly work to review the schools current position and build a transparent communication plan, strategic and operational approach to support improved student achievement and community engagement through sound communication strategies
- The BOT and SLT will begin work to review the schools current position on policy and procedures to build a transparent policy framework that provides a, strategic and operational approach to school operation
- The BOT and SLT will begin work to review the schools current position on the International Student Programme to support growth in this area.

<i>Innovation and Opportunities For Learning</i>	Operational GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS & TARGETS
Property For Learning	In 2015 the BOT and SLT will explicitly work to develop a comprehensive property plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE.	To continue to actively review all property requirements linked to course structures and ensure equity and access for students to 21 st Century learning through the development and implementation of the 10-year Property plan	<p>To ensure full condition assessments have been reviewed as a foundation for property planning including:</p> <ul style="list-style-type: none"> • Building backbone infrastructure • Power • Plumbing & Drainage • Roofing • Asbestos • ICT • Grounds <p>To ensure MOE priorities around 21st Century classroom space have been prioritized and linked into our reform processes.</p> <p>To build into annual budgeting a strategic use for tagged property development funds to meet the MLE.</p>	To develop and formalise a property team focus on calendared longitudinal strategic review of property assets through time to ensure property expenditure is staged, well-structured and supporting our key educational goals for educational reform, student learning and engagement.	To ensure staff, students and community are consulted on MOE and BOT priorities to support future property planning as a proactive process of needs assessment and implementation.	To use student and school data to assess and prioritise needs of property development and redevelopment in conjunction with condition data and curriculum review.	To have Senior Leadership/ Budget holders and BOT actively engaged in Property planning management for learning and be proactive and coordinated in their application of funds.	<i>Our aim is to have received and commenced our comprehensive property plan that will allow expenditure to be targeted toward reforming our learning environments to meet the expectations of 21st Century teaching and learning.</i>

- The BOT and SLT will explicitly work to implement a comprehensive property plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE. The BOT will begin Phase two roll out of the new 10-year plan

The Bot and Leadership worked hard to move from a 'just in time model' of property management to a strategic plan for upgrade of the school resource well into the future. A key part of 2016 has been re-establishing community access to the school and trialling new furniture to support how learning could be enhanced moving forward. It was also working out how spaces could be used to support learning in innovative ways and the starting of critical project with the GYM and Piping

Key areas going forward are heating systems, cooling systems, building removal, modernisation of rooms and furniture, and the development of outdoor spaces. A pool heating community project is also planned with the local community swimming club, the potential modernisation of the Nelson block and Technological areas and grounds redevelopment.

The Bot and Leadership must continue to work hard to move from a 'just in time model' of property management to a strategic plan for upgrade, replacement and cyclical maintenance. There is also an urgent to need to prioritise reinvestment into the school.

- The BOT and SLT will explicitly work to develop comprehensive ICT plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE.

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS	TARGETS
<p>ICT for Learning</p> <p>The Leadership in consultation with the Bot will develop and implement a learning focused IT plan with the key aim of developing digital classrooms for all learners. This will focus on bring your own devices technology linked with PL for all teaching staff</p>	<p>In 2015 our target is to extend the adaptive expertise of teachers to strengthen their capacity for the effective use of ICT in their teaching and learning programmes with explicit links to the developing Effective Teaching Profile (ETP).</p> <p>In 2015 the BOT and SLT will explicitly work to build the operational areas of ICT to provide greater 21st Century functionality.</p>	<p>To support teachers to develop their ICT capabilities for effective use in their teaching and learning programmes with explicit links to the Effective Teaching Profile (ETP).</p> <p>To actively investigate the student/ staff/ parent digital interface to support live time learning with the development of the parent portal.</p>	<p>To establish explicit structures to support the use of ICT at multiple levels as a learning tool for effective teaching and learning.</p> <p>To continue to review and redevelop operational structures of ICT to build trust and accessibility for all stakeholders of teaching and learning.</p>	<p>To grow pedagogical leadership capability at the faculty level through the appointment of faculty digital leaders of learning.</p> <p>To professionally review ICT leadership operations to reprioritise toward teaching and learning.</p>	<p>To develop a range of professional learning communities to encourage collaboration and sharing of best practice with regard to ICT for effective teaching and learning.</p> <p>To implement a school community-wide 365 system for connectivity with parents and students taking Te Aroha to the next level of open communication with our community.</p>	<p>To use student, teacher and parent voice to evaluate effectiveness of ICT for effective teaching and learning.</p> <p>To continue to seek staff and student voice on the effectiveness of ICT systems.</p>	<p>To have teachers, students and parents reporting successful interaction with all ICT systems and use in teaching and learning programmes.</p>	<p><i>Our aim is to effectively integrate the ETP with the use of devices in Year 9 programmes.</i></p> <p><i>Our aim is to have completed a full ICT operations restructure including the development of clear and transparent leadership, new job descriptions and new workloads for this critical area.</i></p>

The BOT and SLT will explicitly work to develop comprehensive ICT plan and strategic approach to support improved achievement for all students and meet the MOE priorities of MLE.

Awaiting report

• The BOT and SLT will explicitly work to review the schools current position and build a transparent financial plan, strategic and operational approach to support improved student achievement and community engagement

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS	TARGETS
Finance for Learning	In 2015 the SLT will actively rebuild the operational areas of finance and ICT to provide greater 21 Century functionality.	To actively review programmes linked to course cost structures and ensure equity and access for students to learning.	To rebuild and fine tune the financial structures to operate in live time and use this information to support teaching and learning. To reprioritise faculty budgeting towards outcomes and accountabilities focused on teaching and learning.	To professionally develop HODs and budget holders to support a higher level of strategic teaching and learning focused expenditure and accountability. To restructure financial leadership systems to better address accountability, reporting and accurate tracking of expenditure and staffing.	To ensure all HODs and budget holders can operate effectively in a 21 st Century financial model	To review monthly expenditure patterns across faculties to provide feed forward next steps for HODs and BOT. To link achievement accountability with expenditure to ensure the money invested makes a difference for learning.	To have Department/ faculty leadership and Budget holders actively engaged in financial management for learning and proactive in their allocation of funds on a monthly basis.	<i>Our aim is to have completed a full financial operations restructure including the development of clear and transparent leadership, new job descriptions and new workloads for this critical area.</i>

• The BOT and SLT will explicitly work to review the schools current position and build a transparent financial plan, strategic and operational approach to support improved student achievement and community engagement.

Through 2016 we have continued to work to establish a higher level of transparency and reporting around the financial processes and strategic financial planning. As the school has significant reserves a strategic approach has also been taken to how these funds can be best used for school and educational improvement moving forward but this needs serious investigation in 2017 to decide how to put money effectively and strategically back into the school operation. The systems of financial planning at the HOD level have been increased and we have seen very positive efforts to remain within the realistic budget levels set by this team. This has supported more appropriate devolution of responsibility and decision making that is linked directly to student learning and the trust in this has been well placed.

The learning leaders and budget holders have reported significant improvement in the clarity of the school's position financially and through HOD and SLT engagement in the budgeting process there is increased ownership and innovation as to how each curriculum area can spend their required funds. The learning form 2016 has greatly supported the planning for 2017.

Key areas for support and guidance in 2017 are International, YES off site unit and the interest day/ cross curricula programme costs and budget leadership. As redeveloped or new emerging areas these have been difficult to plan around STAR and its changing role in individual programme provision.

In 2017 we aim to have all HODs operating digitally with access to their budgets and monthly expenditure to support quality 'live time' financial operations as they now have a clear understanding of the system.

Communication for Learning Strategic Goal

To review and develop a communication structure that operates clearly and explicitly internally between staff and students and externally between parents, the wider community and the school.

This remains a work in progress. Progress has been made in developing a newsletter format that is more photo based, in colour and accessible digitally through several platforms,

STRATEGIC GOALS	PEDAGOGY	INSTITUTIONS	LEADERSHIP	SPREAD	EVIDENCE	OWNERSHIP	PROGRESS	TARGETS
<p>Communication for Learning</p> <p><i>To develop and operational culture that is based on respectful, concise and appropriate interactions at all levels of the organisation internally and externally that support and underpin student learning and achievement.</i></p>	<p>To develop explicit and clear communication mechanisms at classroom level with the support of digital technology</p> <p>Text, Email and Messaging systems to improve information delivery and sharing between teachers parents and students</p>	<p>To use digital technology's to improve feedback feedforward academic in the class environment</p>	<p>To review and refine all systems of communications to improve information transmission, collaboration and data collection</p>	<p>To support SLT to improve inquiry work to support continuous improvement through quality information sharing and learning</p>	<p>To establish organisational ownership through quality communication</p>	<p>Clear systems of communication seen in all aspects of the organisation</p>	<p>Self sustaining systems of communication achieved</p>	<p>To have reviewed and refined communication systems strategically</p>
<p>Communication for Learning Strategic Goal</p> <p>To review and develop a communication structure that operates clearly and explicitly internally between staff and students and externally between parents, the wider community and the school.</p> <p>This remains a work in progress as we built the technical scaffold for improved communication in 2016 but here is still a great deal to do to improve frequency and consistency. We have worked to increase access to the communication platforms (Website, Kamar portal, Text stream, and Facebook) with significant upgrades. Progress has been made in developing a newsletter format that is more photo based, in colour and accessible digitally through Facebook and on the website. We have activated the Kamar portal for online reporting and grown this through 2016 with a series of reporting trials. Parental feedback has supported significant developments around these for 2017 and we have a full set of calendared reporting times set.</p> <p>The use of Text stream notification was flawed in 2016 and has prompted a full review of attendance management, staff changes and structural changes for operation and a restructure of how leadership manage this critical area in the changing dynamic of individualized senior programmes. This has been a considerable review area of the DP leading this and significant refinements have been made with significant actions plans in place and operating for 2017</p> <p>Challenges came with the loss of the local Post Shop meaning mail now takes over five to six days to reach parents so we have undertaken a full email upgrade and only post to the few parents without email contact. We have received feedback from parents on the need to increase the frequency of communication to weekly updates to ensure our community is informed of what is happening. We have worked to ensure we have an updated bank of parental contacts that support the digital platform and this has supported better coverage. The linking of Facebook and the website has been a significant step forward and has greatly supported coverage. We now need to maximise this usage thorough 2017</p> <p>The phone system has also been addressed and we will be trailing different configurations of support while administration staff are on lunch break. 2016 also saw the full review of the Student Services administration position. This has seen significant positive work in better streamlining and communicating with our parents particularly with accounts and day to day operational matters.</p> <p>• The BOT and SLT will begin work to review the schools current position on policy and procedures to build a transparent policy framework that provides a, strategic and operational approach to school operation</p> <p>Key areas of Policy change in 2016 were around the implementation of the vulnerable children's act and the changes to the Health and safety legislation. Policy review and refinement was undertaken in these critical areas and supporting operational training and operational procedures were created and rolled out to staff. The complaints policy was also thoroughly reviewed by NZSTA personnel at mid-year and this was again reviewed at the end of 2016. Leadership training using the week long child matters professional learning programme for the Principal, Counsellor and off site manager and day training for all deans also supported the importance of this critical work.</p>								

Key finance policies were also reviewed as part of a full operational course costs and changes review. This has resulted in a full upgraded to all parent accounts, staff interactions with course costs and charges, HOD Professional learning, a reviewed and updated course costs handbook for parents, a full sports costs review and hand book for parents and a new structure for ensuring students do not carry over dept. between years of operation.

The Course and Sports Charges Policy has also been reviewed pending BOT approval in readiness for putting online

Hardship funding remains a critical issue as outside provider funds are significantly reducing.

Work will continue in 2017 on streamlining the financial operations related to curriculum costs and ensuring we operate with a one year change and clear system.

In 2017 we need to continue to work to link operational procedures with upgraded policy across the full school platform.

- The BOT and SLT will begin work to review the schools current position on the International Student Programme to support growth in this area.

In 2016 the international department has worked to increase financial transparency breaking apart short and long stay groups costs and increasing reporting at both the operational and governance level.

A full review of our Code of Practice for the Pastoral Care of International Students has been undertaken and all paperwork and support documents now upgraded to meet national requirements

International marketing continues with Hong Kong, Japan, Thailand, and we are seeking in 2017 to include Brazil.

Financial management advanced but still needs further refinement to better address the nature of this operation., Short stay groups increased and a range of long stay students were hosted.

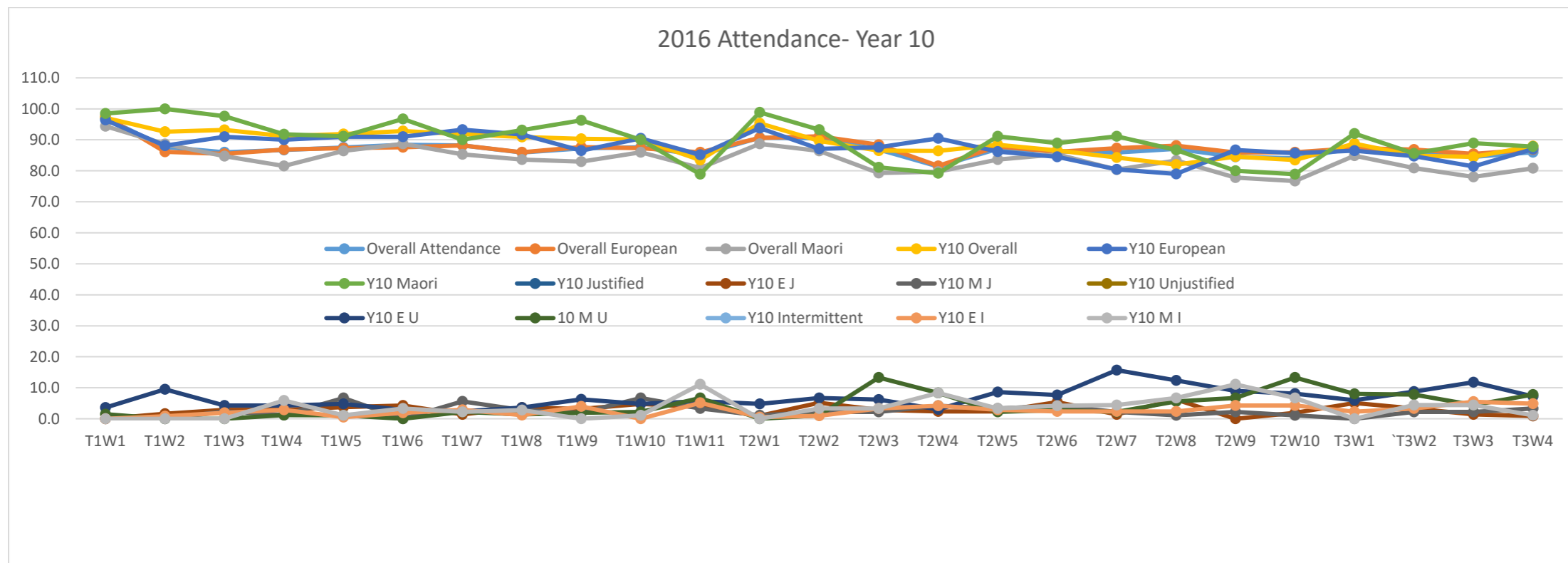
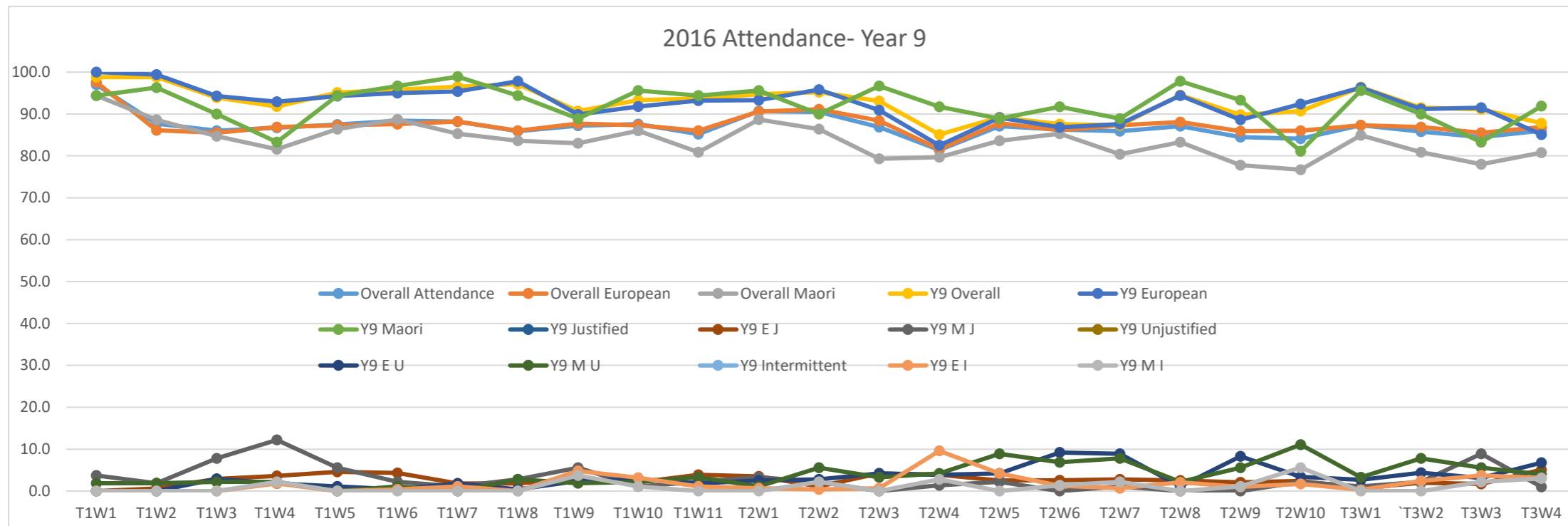
We have joined SEIBA as a support to the international programme for guidance and current NZ expectations.

Totals:

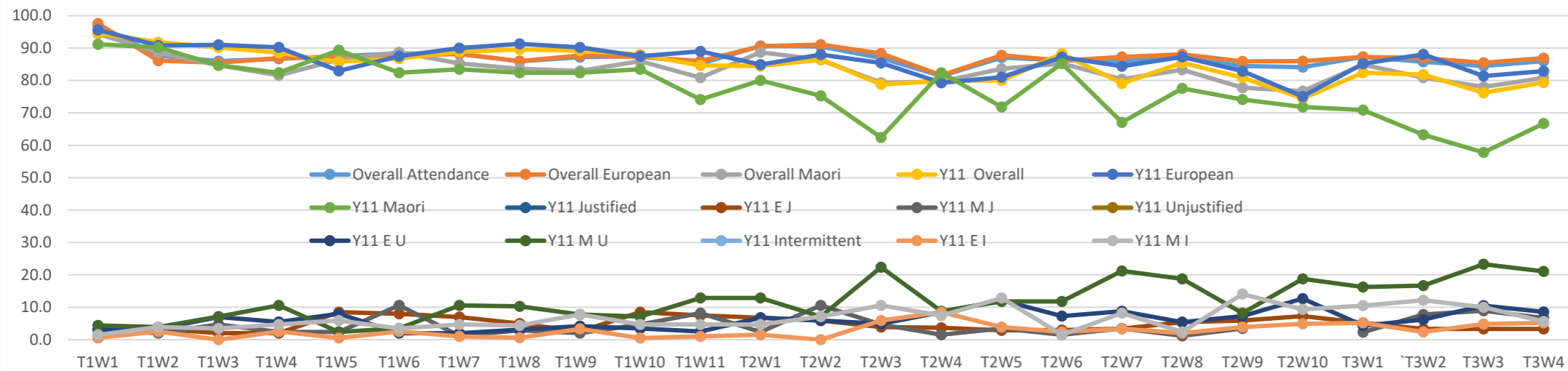
For 2017

- The key next steps are the development of an ongoing workable budget structure that allows for month by month reporting
- The securing of long stay students and investigation of a consistent provision of long stay students while managing short stay periods.
- The exploration of a greater share of Japanese students and the Brazilian market
- Working with staff to support better differentiation of programmes for international students

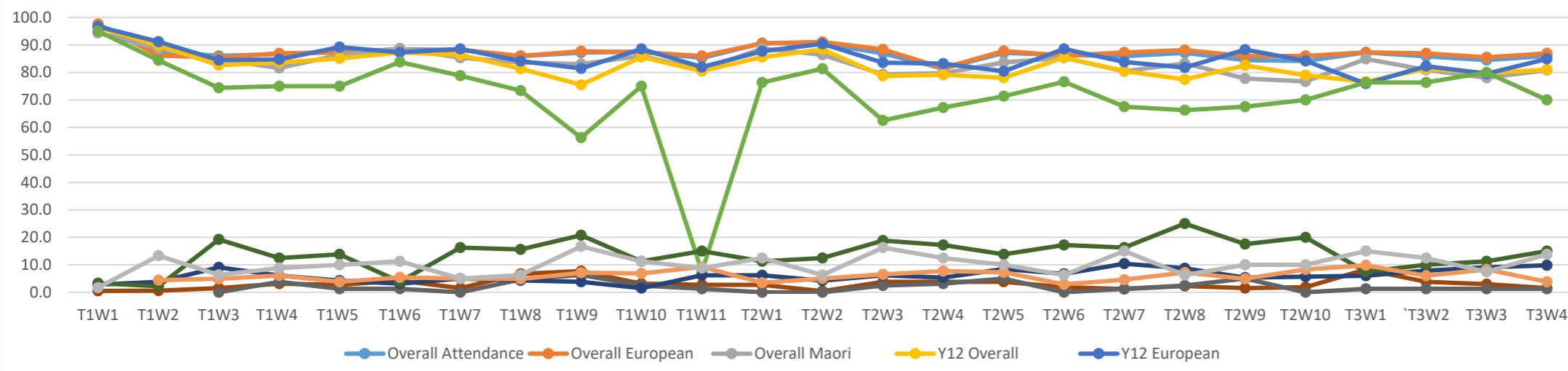
Attendance Appendix 2016



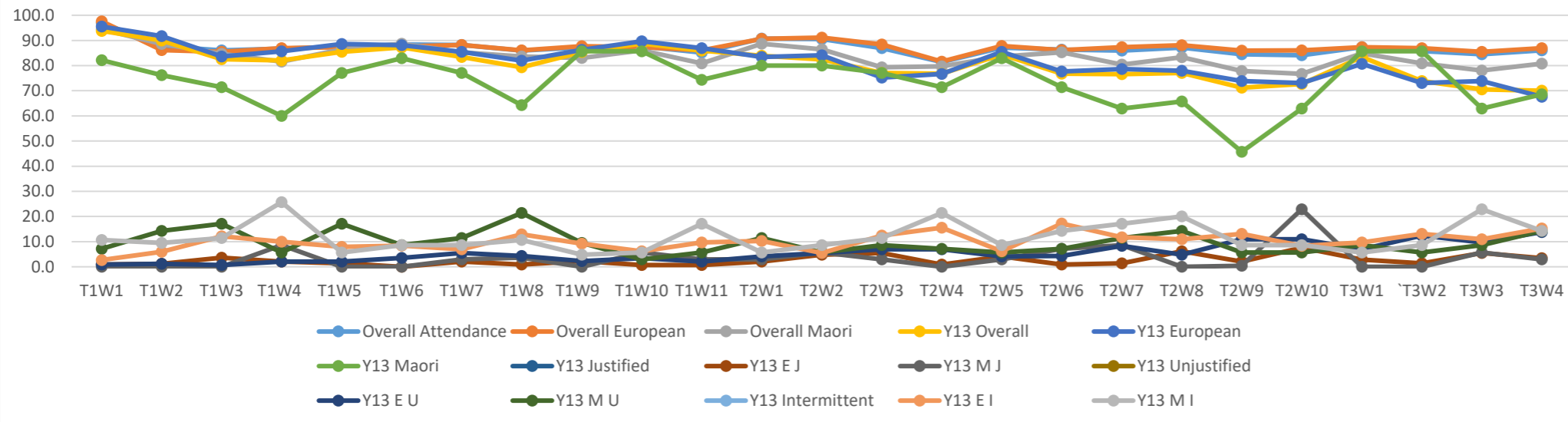
2016 Attendance- Year 11



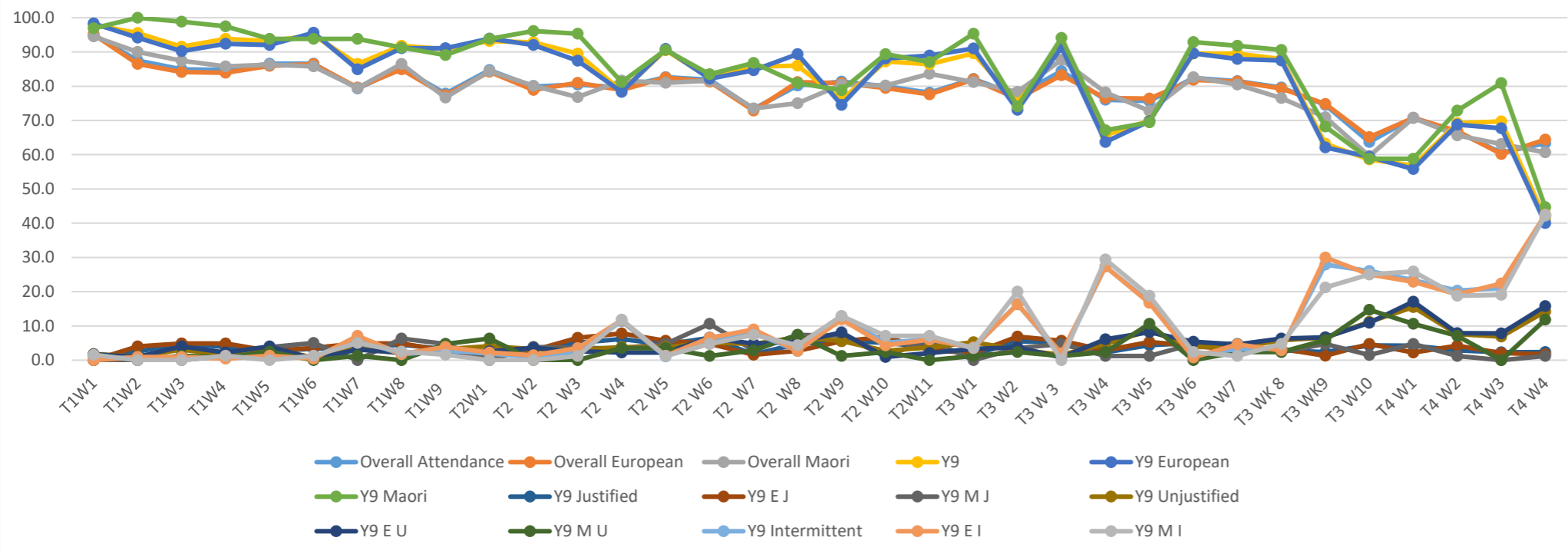
2016 Attendance- Year 12



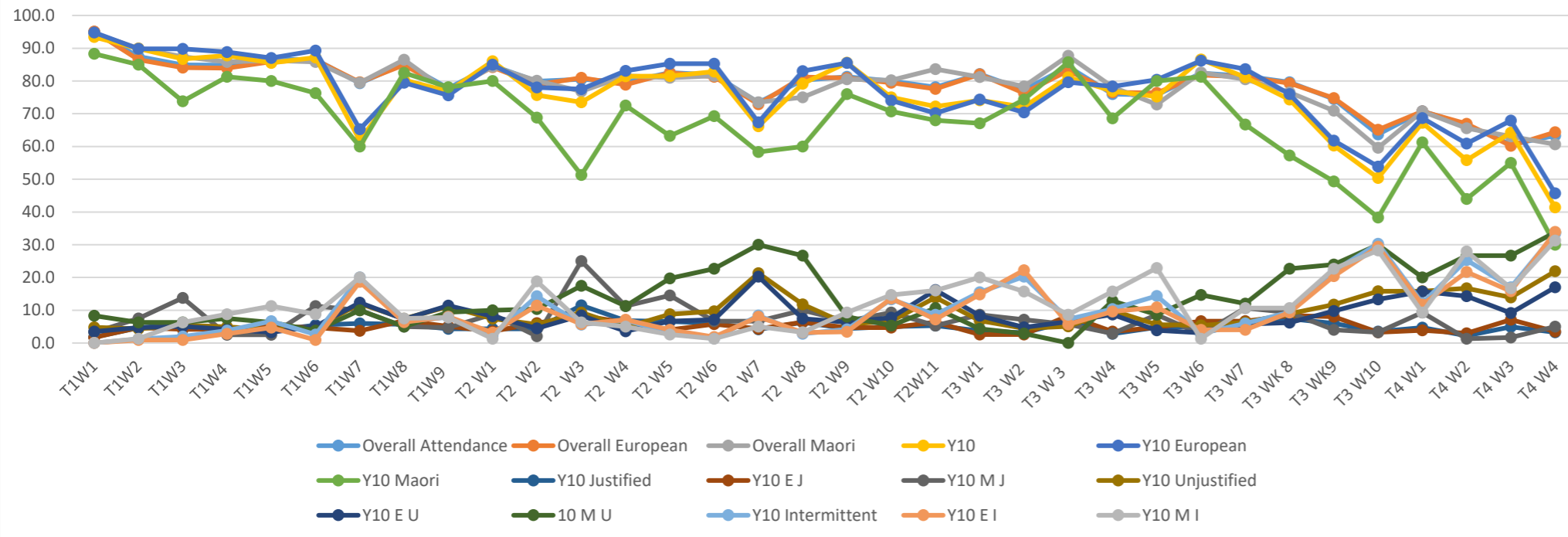
2016 Attendance Year 13



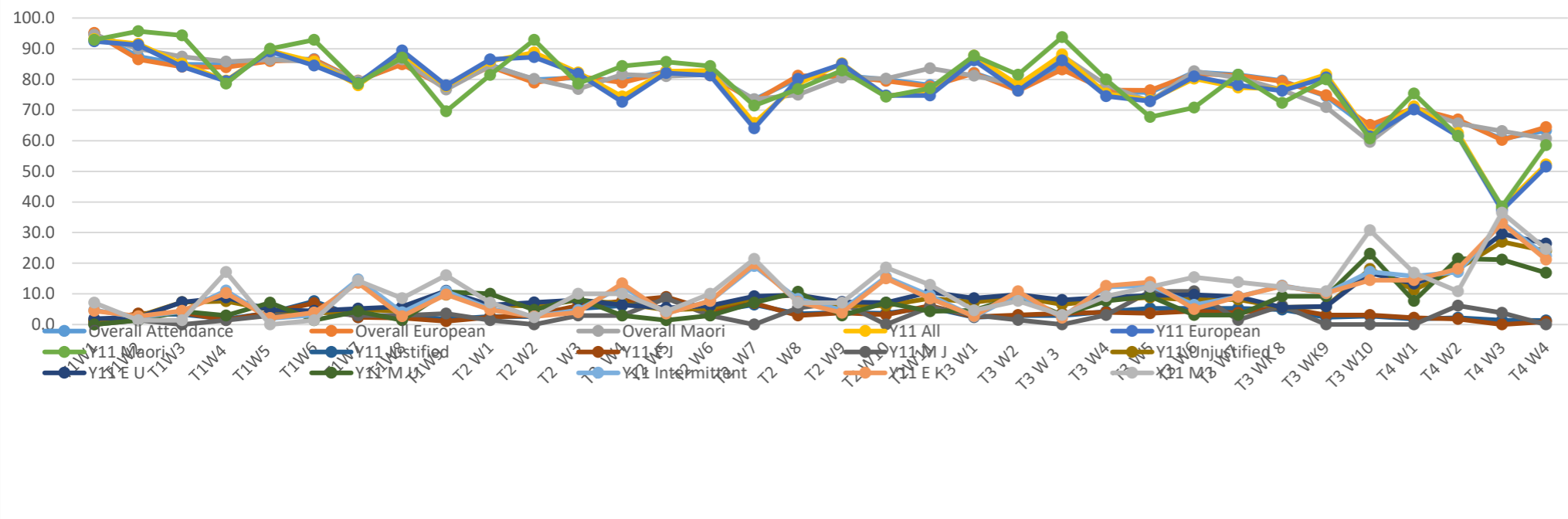
Year 9 2015 Attendance



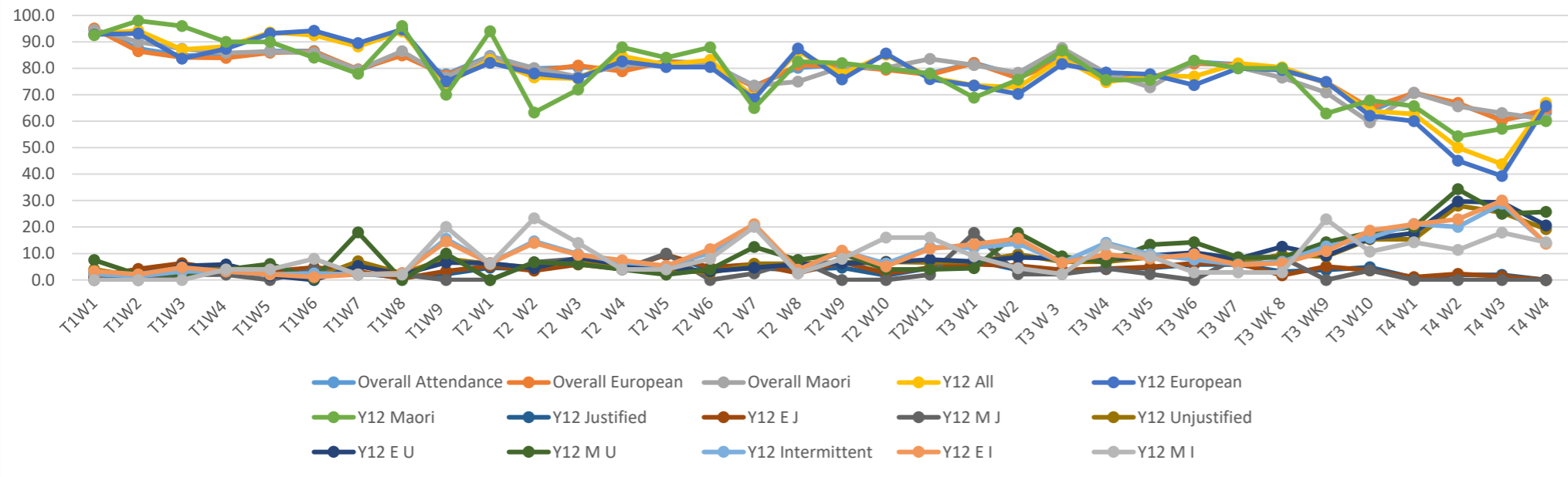
Year 10 Attendance 2015



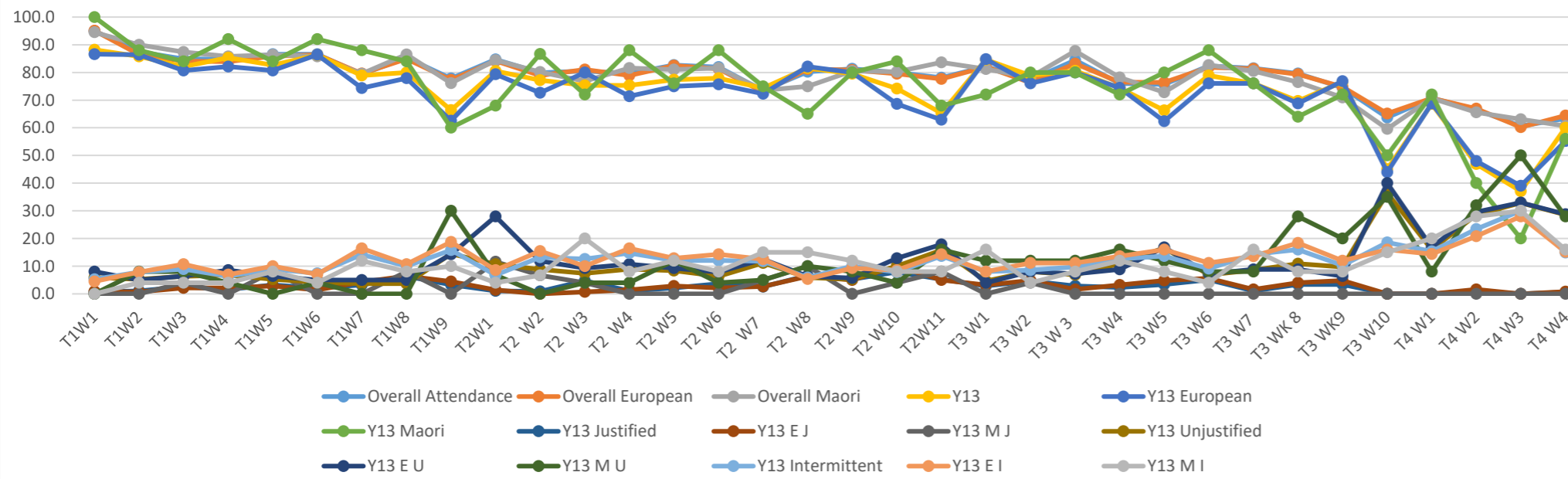
Year 11 Attendance 2015



Year 12 Attendance 2015



Year 13 Attendance 2015



Appendix – Numeracy Tables

JUNIOR CURRICULUM LEVEL END OF YEAR DATA																				
Year 8	L2	L3	L4	L5	L6		Year 9	L2	L3	L4	L5	L6		Year 10	L2	L3	L4	L5	L6	
2009						0	2010						75	2011						0
2010						0	2011	2	15	33	24	1	75	2012	1	4	36	32	1	74
2011	7	15	28	8	0	58	2012	7	10	34	15	1	67	2013	4	7	23	26	4	64
2012	7	27	28	25	0	87	2013	0	23	34	28	0	85	2014	0	4	36	43	8	91
2013	5	21	29	14	0	69	2014	4	11	24	31	0	70	2015	2	10	20	31	4	67
2014	6	17	40	9	0	72	2015	9	11	24	28	2	74	2016	2	17	17	27	5	68
2015	7	23	33	18	0	81	2016	6	20	29	32	1	88	2017						0
2016						0	2017						0	2018						0
2017						0	2018						0	2019						0
2018						0	2019						0	2020						0
2019						0	2020						0							
2020						0							0							
	32	103	158	74	0	367		28	90	178	158	5	459		9	42	132	159	22	364

Year 8	L2	L3	L4	L5	L6		Year 9	L2	L3	L4	L5	L6		Year 10	L2	L3	L4	L5	L6	
2010						0	2011	2.7	20.0	44.0	32.0	1.3	100	2011						0
2011	12.1	25.9	48.3	13.8	0.0	100	2012	10.4	14.9	50.7	22.4	1.5	100	2012	1.6	5.4	48.6	43.2	1.4	100
2012	8.0	31.0	32.2	28.7	0	100	2013	0.0	27.1	40.0	32.9	0.0	100	2013	6.3	10.9	35.9	40.6	6.3	100
2013	7.2	30.4	42.0	20.3	0.0	100	2014	5.7	15.7	34.3	44.3	0.0	100	2014	0.0	4.4	39.6	47.3	8.8	100
2014	8.3	23.6	55.6	12.5	0.0	100	2015	12.2	14.9	32.4	37.8	2.7	100	2015	3.0	14.9	29.9	46.3	6.0	100
2015	8.6	28.4	40.7	22.2	0.0	100	2016	6.8	22.7	33.0	36.4	1.1	100	2016	2.9	25.0	25.0	39.7	7.4	100
2016						0	2017						0	2017						0
2017						0	2018						0	2018						0
2018						0	2019						0	2019						0
2019						0	2020						0	2020						0
2020						0	2021						0	2021						0
	8.72	28.1	43.1	20.2	0	100		6.1	19.6	38.8	34.4	1.1	100		2.5	11.5	36.3	43.7	6.0	100

Incoming			End of Yr 10		
Below	At	Above	Below	At	Above
36.8	43.1	20.2	50.3	43.7	6.0
L3-	L4	L5+	L4-	L5	L6+

Incoming			End of Yr 10		
Below	At	Above	Below	At	Above
36.8	43.1	20.2	50.3	43.7	6.0